PEOPLE UNDER COMMUNISM
LP ALBUM

PEOPLE UNDER COMMUNISM is produced by the NAEB under the terms of a grant from the Fund for Adult Education, established by the Ford Foundation. The grant was administered by Mr. Ralph Lowell at the direction of the Adult Education Committee of NAEB, consisting of George Probst, Director, University of Chicago Roundtable, Chairman; Richard B. Hull, Director of Station WOI-AM-FM-TV, Iowa State College; H. B. McCarty, Director of Station WHA and the Wisconsin State Network; Seymour N. Siegel, Director of Station WNYC, City of New York; Parker Wheatley, General Manager of Station WGBH, Boston. Program coordinator for all series is William Harley of Radio Station WHA, Madison Wisconsin.

These programs are a sincere, thorough and searching investigation of Soviet Russia — high-lighting its strengths and its weakness. In dramatic form and authenticated with the advice and assistance of the following distinguished American Scholars:

Professor Phillip E. Mosely of Columbia University
Professor Merle Fainsod of Harvard University
Professor Harold H. Fisher of Stanford University
Professor Ernest J. Simmons of Columbia University
Professor Alex Inkeles of Harvard University
with Dale Fuller as Project Supervisor

These are the titles of the seven programs on PEOPLE UNDER COMMUNISM:

1. "Terror as a System of Power" - Written by David Driscoll, narrated by Alex Scourby, produced and directed by Frank Papp; based on documented evidence and expert knowledge in the possession of Dr. Merle Fainsod, original music composed and conducted by Wladimir Selinsky.
2. "Music to Order" - Script prepared with help of materials and counsel provided by Dr. Ernest J. Simmons. Produced and directed by Frank Papp, original music composed and conducted by Wladimir Selinsky. Guests are Deems Taylor, Henry Cowell and Nicolas Slonimsky.
3. "The Men Who Make the Migs" - Written by Ralph Tangney, produced and directed by Frank Papp, script based on materials supplied by Dr. Alex Inkeles, original music composed and conducted by Wladimir Selinsky.
4. "Drama to Order" - Written and narrated by Dr. Ernest J. Simmons, produced and directed by Frank Papp, original music composed and conducted by Wladimir Selinsky.
5. "Literature to Order" - Materials for broadcast and narration by Dr. Ernest J. Simmons, produced and directed by Frank Papp, original music composed and conducted by Wladimir Selinsky.
6. "Pattern of World Conflict" - Written by Joseph Mindel on basis of material supplied by Dr. Philip E. Mosely, produced and directed by Frank Papp, original music composed and conducted by Wladimir Selinsky.
7. "The Music and the Dream" - Written by Milton Geiger, narrated by Arnold Moss, original music composed and conducted by Wladimir Selinsky, produced and directed by Frank Papp. Materials and counsel for broadcast supplied by Dr. Harold H. Fisher.

These programs may be used once on a sustaining basis by commercial stations. (The National Association of Educational Broadcasters, is composed of universities, colleges, school systems and public service agencies which are engaged in non-commercial educational broadcasting through their own institutionally-owned AM, FM, or Television stations, or through the facilities of commercial stations.)

$25.00 per album from NAEB Headquarters, 14 Gregory Hall, Urbana, Illinois.

1-8-54

NAEB TAPE NETWORK 10-19-53

SPECIAL OFFERING SPECIAL OFFERING

This is an offering for 4 ½-hour "talk" programs--independent of each other, not a series. They may be programmed by stations in any order. These programs originated at Kenyon College in Gambier, Ohio. They are scheduled to begin in Issue #46.

Series 53-40 (Fall '53)

Title: None
Time: 30:00
Type: Talk
No. 4 programs
Origin: Kenyon College
Audience: General

53-40-1 "The Real Issue Between the US and the USSR" Hans J. Morganthau, director of the Center for the Study of American Foreign Policy at the University of Chicago. Has taught at the University of Geneva in Switzerland and at Harvard. Author of many books including Politics Among Nations, In Defense of the National Interest, The Atomic Era, & Principles & Problems of International Politics.

Release: Iss #46 (Nov 15)

53-40-2 "Liberal Education and the Liberal" Gordon Keith Chalmers, president of Kenyon College. Recording is a bit muffled and has a hiss, but is quite understandable.
Release: Iss #47 (Nov 22)

53-40-3 "Is Collective Security Possible Under the UN?" Alfred J. Hotz, Professor of Political Science at Western Reserve University.
Release: Iss #48 (Nov 29)

53-40-4 "The Christian Revolution" Elton Trueblood, Professor of Philosophy, Earlham College, a well-known member of the Society of Friends, author of many books including The Life We Prize.
Release: Iss #49 (Dec. 6)

Indicate which you would like to receive on form below & return by
5 p.m. CST, Monday, October 26, 1953

* *

NAEB TAPE NETWORK

ORDER FORM ORDER FORM

Series 53-40 (Fall '53)

STATION_____WISHES TO RECEIVE THOSE PROGRAMS MARKED

53-40-1 "Real Issue Between US & USSR"_____
53-40-2 "Liberal Education & the Liberal"_____
53-40-3 "Is Collective Security Possible Under the UN"_____
53-40-4 ""The Christian Revolution"_____

PLEASE RETURN TO NAEB HDQ.
14 GREGORY HALL, URBANA, ILL.
BY 5 PM OCTOBER 26

NAME_____

POSITION_____

The Tape Network Acceptance Committee submits the following recommendations for the approval of the NAEB Board:

1. Submission of Projects
   Before submitting tapes for consideration the offerer should request forms from Headquarters. Six copies of the submission form are to be provided for each series. The forms request the following information:
   - Submitting station or organization
   - Title of series
   - Number of programs in series
   - Length of each program
   - Titles of individual programs
   - Types of programs (drama, etc.)
   - Summary of sample tape submitted
   - Content and purpose of series
   - Availability of supplementary material (scripts.etc.)
   - Statement of clearance of music and talent, who should be contacted in connection with program.

   Upon receipt of a sample program and the forms the manager of the Tape Network at Headquarters shall audition each tape and send his evaluation of the program with one of the forms to each member of the Acceptance Committee. If the Committee wishes further study of the proposed program, any member may call for a Committee vote on the program. If the project is rejected the sample tape is to be returned within one week after Committee has been informed of Headquarter's decision.

   If there is no objection to the decision of the Headquarters manager, the offerer shall be informed of the acceptance or rejection with a statement of the reasons for rejection.

   Stations and others submitting proposals shall be responsible for clearance - copyrights, union, and talent.

   Every offerer is to be informed concerning the disposition of his proposal within one month.

2. No representative of NAEB shall have the authority to contract with any organization or individual for the production and recording of a program or series without the consent of the Network Acceptance Committee or its authorized representative.

3. There is no obligation upon the part of the Tape Network to extend a series of programs beyond a fixed number of broadcast programs. The continuing series must be submitted for approval upon the same basis as a new series.

4. The members of the Tape Network Acceptance Committee are concerned by the excessive number of rejections which state that the project cannot be approved because of the lack of tapes. This, in conjunction with the tabulation of 83 Tape Mappers, influences the Committee to recommend that some system of penalties be provided to assure better return service.

5. Those submitting projects for approval by the Network Acceptance Committee are advised that programs should be timed for normal broadcasting segments. However, when deviations in time are necessary they should result in under-timing. (14:30, 29:30, etc.) Programs in a given series should all be within the same time limitation.

6. The members of the Tape Network Acceptance Committee recommend that funds be provided for two additional meetings each year: namely, January, (April at Columbus), July, and November (NAEB Convention).

Waldo Abbot

Waldo Abbot
Chairman
Tape Network Acceptance Committee

COMMITTEE MEMBERSHIP:

Bernard Buck, Station WNYC, New York, N.Y.
Northrop Dawson, KUOM, Minneapolis, Minn.
William Harley, WHA, Madison, Wisc.
H. E. Salley, WFPL, Louisville, Ky.
Waldo Abbot, WUOM & WFUM, Ann Arbor & Flint, Michigan

NAEB NETWORK 2-11-54

ORDER FORM ORDER FORM

Station_____ wishes to receive the In-School series:

S54-1 Let's Find Out

_____
Name

_____
Position

Deadline for this form
is 5 pm., CST, Mar 8 '54

_____
Date

NAEB NETWORK 2-11-54

ORDER FORM ORDER FORM

Station_____wishes to receive the In-School series:

S54-2 Visitons Mimi

_____
Name

Deadline for this form
is 5 pm., CST, Mar. 15 '54

_____
Position

_____
Date

NAEB NTWORK 2-11-54

ORDER FORM ORDER FORM

Station_____wishes to receive the In-School series:

S54-3 Poet's Corner

_____
Name

Deadline for this form
is 5 pm, CST, Mar. 22 '54

_____
Position

_____
Date

VOICES OF ASIA

Program Outlines

I. JAPAN
   A. Japan: One Year After Independence
   B. Japan: An Examination of Culture
   C. Japan: Its Governmental Structure
   D. Japan: An Examination of Education.

II. KOREA
   A. Korea: Its Cultured Past
   B. Korea: Rehabilitation and Relocation
   C. Korea: Education and Educators
   D. Korea: Its Future

III. TAIWAN
   A. Free China Today
   B. Food and Families
   C. Education and Communications

IV. HONG KONG
   A. Hong Kong: A Melting Pot
   B. Housing and Development
   C. Hong Kong: A Free Port

V. INDO-CHINA
   A. Indo-China: Its Culture, Its Religion
   B. Indo-China: Its Economy and Its Future
   C. Peoples and Places.

VI. MALAYA
   A. Malaya: Rubber and Tin
   B. Malaya: Population and Religions
   C. Malaya: A Study of Progress and Development.

VII. INDONESIA
   A. Populations, Communications, and Education.
   B. Indonesia: Its History
   C. Indonesia: Its Culture and Religion.
   D. Indonesia: A Survey of Economics

VIII. THAILAND
   A. Culture: Thailand's Past.
   B. The Rice Basket
   C. Thailand's Future

IX. BURMA
   A. Burmans and Burman Culture
   B. Economics and Rebel Armies
   C. Burma's Internal Structure

X. INDIA
   A. Industrialization and Independence
   B. A Survey of India's Past
   C. Internal Ways and Means
   D. The Five-Year Plan and the Future

XI. PAKISTAN
   A. People and Places
   B. The Moslem Pivot
   C. Economics and the Future

XII. CEYLON
   A. Development and Desires
   B. Ceylon's Culture, Its Past
   C. People and Rice

COPY
NIGHT LETTER

8-13-53

Several places still available in TV Management Seminar roster, August 30-September 5 at Ames, Iowa, and a few still available for TV Production Workshop at University of Illinois, August 28-September 18. Do not find (City or State) represented. Am checking to see if you would still like to recommend someone. If so please contact me by August 17. Delaying closing entries until that time.

Harry J. Skornia
Executive Director
Nat'l. Assn. Ed. Bd.

Boston--Parker Wheatley
Pittsburgh--Alfred Beattie
Chicago--George Probst
Oklahoma--John Dunn
New Jersey--William King
Cincinnati--Urberto T. Neely
North Carolina--Earl Wynn
San Francisco--Jim Day (Bay Area TV) c/o Vaughn Siedel
Los Angeles--William Sener
Denver--Kenneth Oberholtzer
Atlanta--Miss Ira Jarrell
Salt Lake City--E. Allen Bateman
Seattle--Edwin Adams
St. Louis--Raymond Wittcoff
Cleveland--Mark C. Schinnerer, Supt.
Columbus--Howard L. Bevis
Louisville--C. R. Grahamm,
West Va.--Raymond Cheydleur
Syracuse--Kenneth Bartlett
Rochester--Walter W. Bennett

Exhibit No. 10
Prepared 5/22/53

Program Schedule for Proposed Typical Week

MONDAY - FRIDAY

5:30 PM CHILDREN'S CIRCLE

Stories, games, music, dancing, plays, sculpturing, painting, and demonstration of student achievements, etc., graded from pre-school level to level of older children. Child, student, teacher and parent participation.

The Nursery Training School of Boston, Tufts College; in collaboration with the Laboratory of Human Development, Harvard, the Museum of Fine Arts, Boston, and others.

Live presentation from the WGBH studios, utilizing films and slides when appropriate.

6:00 PM IMAGES

Slides, photographs and films of paintings, sculpture, architecture, photography, etc., with appropriate recorded music and accompanying commentary to illustrate the intergration of the fine arts and music.

The Museum of Fine Arts, Boston, Institute of Contemporary Art, Fogg Museum, Harvard and others.

Recorded presentation from the WGBH studios.

7:00 PM HERE'S THE NEWS

The news of the day and its background, weather forecast and analysis, the night sky and public service reports and announcements.

Mr. Louis M. Lyons, Curator of the Nieman Fellowships, Harvard, faculty specialists, Nieman Fellows, visiting guest authorities and community guests.

Live presentation from the WGBH studios.

* * *

Jan. 12, 1953

NAEB TAPE NETWORK STATIONS

KANW	Albuquerque High School	Albuquerque, New Mex.
KBPS	Portland Public Schools	Portland, Ore.
KCSM	San Mateo Jr. College	San Mateo, Calif.
KCVN	College of the Pacific	Stockton, Calif.
KDPS	Des Moines Public Schools	Des Moines, Iowa
KFJM	University of North Dakota	Grand Forks, N.D.
KFKU	University of Kansas	Lawrence, Kan.
KMUW	University of Wichita	Wichita, Kan.
KOAC	Oregon State College	Corvallis, Ore.
KOKH	Classen High School	Oklahoma City, Okla.
KSAC	Kansas State College	Manhattan, Kan.
KSDS	San Diego City Schools	San Diego, Calif.
KSLH	Board of Education	St. Louis, Mo.
KUOM	University of Minnesota	Minneapolis, Minn.
KUOW	University of Washington	Seattle, Wash.
KUSC	University of Southern California	Los Angeles, Calif.
KUSD	University of South Dakota	Vermillion, S.D.
KVOF	Texas Western College	El Paso, Texas
KWAR	Wartburg College	Waverly, Iowa
KWAX	University of Oregon	Eugene, oregon
KWGS	University of Tulsa	Tulsa, Okla.
KWLC	Luther College	Decorah, Iowa
KWSC	State College of Washington	Pullman, Wash.
WABE	Board of Education	Atlanta, Ga.
WAER	Syracuse University	Syracuse, N.Y.
WAJC	Butler University	Indianapolis, Ind.
WBAA	Purdue University	Lafayette, Ind.
WBEZ	Board of Education	Chicago, Ill.
WBGO	Board of Education	Newark N.J.
WBGU	Bowling Green State University	Bowling Green, Ohio
WBOE	Board of Education	Cleveland, Ohio
WBKY	University of Kentucky	Lexington, Ky.
WBUR	Boston University	Boston, Mass.
WDET	Wayne University	Detroit, Mich.
WDTR	Board of Education	Detroit, Mich.
WDUQ	Duquesne University	Pittsburgh, Pa.
WEPS	Board of Education	Elgin, Ill.
WFBE	Board of Education	Flint, Mich.
WFIU	Indiana University	Bloomington, Ind.
WFPL	Louisville Free Public Library	Louisville, Ky.
WGBH	Lowell Institute Cooperative Broadcasting Council	Boston, Mass.
WGPS	Greensboro Public Schools	Greensboro, N. Car.
WGRE	DePauw University	Greencastle, Ind.
WHA	University of Wisconsin	Madison, Wis.
WHPS	High Point High School	High Point, N. Car.
WILL	University of Illinois	Urbana, Ill.
WKAR	Michigan State College	East Lansing, Mich.
WKSU	Kent State University	Kent, Ohio
WLSU	Louisiana State University	Baton Rouge, La.
WMCR	Western Michigan College	Kalamazoo, Mich.
WMMI	Meridian Jr. College	Meridian, Miss.
WMUA	University of Massachusetts	Amherst, Mass.
WMUB	Miami University	Oxford, Ohio

NAEB TAPE NETWORK STATIONS

WNAD	University of Oklahoma	Norman, Okla
WNAS	New Albany City Schools	New Albany, Ind.
WNYC	Municipal Broadcasting System	New York N.Y.
WNYE	Board of Education	Brooklyn, N.Y.
WOI	Iowa State College	Ames, Iowa
WOSU	Ohio State University	Columbus, Ohio
WOUI	Ohio University O	Athens, Ohio
WPRK	Rollins College	Winter Park, Fla.
WSAJ	Grove City College	Grove City, Pa.
WSHS	Sewanhaka High School	Floral Park, N.Y.
WSOU	Seton Hall University	South Orange, N.J.
WSPE	Griffith Institute & School	Springville, N.Y.
WSUI	State University of Iowa	Iowa City, Iowa
WTDS	Board of Education	Toledo, Ohio
WTHS	Lindsay Hopkins Vocational School	Miami, Fla.
WUNC	University of North Carolina	Chapel Hill, N.Car.
WUOA	University of Alabama	University, Ala.
WUOM	University of Michigan	Ann Arbor, Mich.
WUOT	University of Tennessee	Knoxville, Tenn.
WUSC	University of South Carolina	Columbia, S? Car.
WUSV	University of Scranton	Scranton, Pa.
WVSH	School- City of Huntington	Huntington, Ind.
WWHI	Wilson Jr. High School	Muncie, Ind.
WYSH	New Castle-Henry Township Schools	New Castle, Ind.
WIPR	Oficina de Radioemision Publica	San Juan, Puerto Rico

June 7, 1954

NAEB NETWORK

IMPORTANT NOTICE IMPORTANT NOTICE

Charges for In-School Programs

As in the past, the charge for in-school program service from the Network will be one-quarter of the basic Network Assessment Fee.

However--Once again, when it will save a station money, Network Hdq. will charge only its standard price for dubbing single reels (which has been $2.00 per reel since Jan. 1, 1954), and will not charge the extra one-quarter of the Network Assessment Fee for in-school program service.

In other words, if a station's Network Assessment Fee is $400.00 and its in-school program service fee is $100.00, but the station orders only one (1) in-school series of 28 programs (14 reels), that station will be charged for the in-school series by the reel. It will pay only $28.00 not $100.00.

Programs

TENTATIVE SCHEDULE, 1953-54
Revised to Nov. 1
OPEN WINDOW TELEVISION PROGRAM

WKY-TV, Britton, Oklahoma, 12:00 Sundays until December, after that, 1:30
KOTV, Tulsa, Oklahoma, 5:00 p.m. Thursdays.

DATE	STATION	TITLE	SUBJECT	DEPARTMENT	GUEST
Oct.11	WKY-TV	Get 'Em Young	Teaching of foreign language	Modern Languages	Dr. Wiens
Oct.18	WKY-TV	Never out of Season	Sports	Phys.Ed.	McDermott, et al.
Oct.22	KOTV	Your Fingers Tell	Handwriting analysis and finger-print.	Extension Div. and Highway Patrol	John Freeman, et al.
Oct.25	WKY-TV	Pacific Dagger	Orient today	History	Dr. Buchanan
Oct.29	KOTV	" "	" "	"	" "
Nov.1	WKY-TV	Don't Wait for Me	Will Rogers Fund	Psychology Extension	Dr. Wilson Miss Tandy
Nov.5	KOTV	The Trees Have Secrets	Trees of Oklahoma	Plant Sciences	Dr. Goodman
Nov.8	WKY-TV	Eyes That Listen	Hearing Clinic	Speech	Dr. Keys et al.
Nov.12	KOTV	Inside Story	T.B.	Hospital and T.B. Society	Dr. Moorman Ralph Childs
Nov.15	WKY-TV	" "	"	"	"
Nov.19	KOTV	What's the Pitch?	Sound	Physics	Dr. Zinnes
Nov.22	WKY-TV	Gone With the Prairie	Buffalo	Journalism	Mr. W. Campbell
Nov.26	KOTV	Type That Lives	Univ.Press	Univ.Press	Mr. Lottinville
Nov.29	WKY-TV	"	" "	" "	" "
Dec.3	KOTV	Drilling For Wings		AROTC	Col. M. Goodhart
Dec.6	WKY-TV	Busy as a Beaver	Beaver	Game u. Fish Dep.	Glenn Jones
Dec.10	KOTV	Juggler of Notre Dame	Dance	Phys.Ed.	Helen Gregory

DATE	STATION	TITLE	SUBJECT	DEPARTMENT	GUEST
Dec.13	WKY-TV		Drugs	Pharmacy	Ralph Clark C.P.Headlee
Dec.17	No Show				
Dec.20	No Show				
Dec.24	No Show				
Dec.27	No Show				
Dec.31	No Show				
Jan.7	No Show				
Jan.10	WKY-TV		Play	Drama	Rupel Jones
Jan.14	KOTV	The Earth Builders	Earthworms	Zoology	Dr. Teague Self
Jan.17	WKY-TV	"	"	"	" " "
Jan.21	KOTV	The Rings Tell Time	Dendrochro-nology	Anthropology	Dr. R. Bell
Jan.24	WKY-TV		Spiro Mounds	Anth. and Arch.	" " "
Jan.28	KOTV	Before Baby	Pre-natal Development	Zoology	Mr. and Mrs. Ortenburger
Jan.31	WKY-TV	" "	"	"	"
Febr.4	KOTV		Drugs	Pharmacy	Dr. Clark Dr. Headlee
Febr.7	WKY-TV	What's the Pitch?	Sound	Physics	Dr. Zinnes
Febr.11	KOTV		Map-Making	Geography	Dr. Hoy Dr. Morris
Febr.14	WKY-TV		" "	"	" "
Febr.18	KOTV		Natural Gas	Petr.Engin.	L.S. Reid
Febr.21	WKY-TV		" "	" "	"
Febr.25	KOTV			Fisheries Research	Bob Jenkins Ed Leonard
Febr.28	WKY-TV			"	" "
March 4	KOTV		Taxes	Accounting Law	W. McGrew Eugene Kuntz
March 7	WKY-TV			" "	" "

DATE	STATION	TITLE	SUBJECT	DEPARTMENT	GUEST
March 11	KOTV		Beetles	Zoology	Dr. C. Hopla
March 14	WKY-TV		"	"	" " "
March 18	Open				
March 21	WKY-TV		Variety Show	Student Activities	M.L.Stubbeman
March 25					
March 25	KOTV		Salamanders	Zoology	Dr. A.N. Bragg
March 28	WKY-TV		"	"	" "
April 1	KOTV	Open			
April 4	WKY-TV		Pan-American Week	Modern Language	Stephen Scatori
April 8	KOTV	Open			
April 11	WKY-TV		Greek Archeology	Classical Languages	Dr.H.Robinson
April 15	KOTV		Constitutional Rights	LAW	Earl Sneed
April 18	WKY-TV		" "	"	" "
April 22	KOTV		University Choir	Music	Chester Francis
April 25	WKY-TV		"	"	" "
April 29	KOTV		County Government	Government	Dr. H.V. Thornton
May 2	WKY-TV		" "	"	" "
May 6	KOTV	Now You See It	Optical Illusions	Philosophy Psychology	Dr. C. Berenda B. Moskowitz
May 9	WKY-TV	" " " "	"	"	" "
May 13	KOTV	Open			
May 16	WKY-TV		Sculpture	Art	Joe Taylor
May 20	KOTV	Leaders of Tomorrow	Placement of Graduates	Employment Service	Frank Ives
May 23	WKY-TV	" " "	"	"	" "

Exhibit No. 10
Prepared 5/22/53

Program Schedule for Proposed Typical Week

MONDAY - FRIDAY

5:30 PM CHILDREN'S CIRCLE

Stories, games, music, dancing, plays, sculpturing, painting, and demonstration of student achievements, etc., graded from pre-school level to level of older children. Child, student, teacher and parent participation.

The Nursery Training School of Boston, Tufts College; in collaboration with the Laboratory of Human Development, Harvard, the Museum of Fine Arts, Boston, and others.

Live presentation from the WGBH studios, utilizing films and slides when appropriate.

6:00 PM IMAGES

Slides, photographs and films of paintings, sculpture, architecture, photography, etc., with appropriate recorded music and accompanying commentary to illustrate the intergration of the fine arts and music.

The Museum of Fine Arts, Boston, Institute of Contemporary Art, Fogg Museum, Harvard and others.

Live presentation from the WGBH studios.

7:00 PM HERE'S THE NEWS

The news of the day and its background, weather forecast and analysis, the night sky and public service reports and announcements.

Mr. Louis M. Lyons, Curator of the Nieman Fellowships, Harvard, faculty specialists, Nieman Fellows, visiting guest authorities and community guests.

Live presentation from the WGBH studios.

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Exhibit No. 10

Tuesday

7:30 PM HOW TO - GET MORE OUT OF READING

Instruction on how to get more out of reading.

William G. Perry, Jr., Bureau of Study Counsel, Harvard, in collaboration with reading specialists from other colleges and universities.

Live presentation from the WGBH studios.

8:00 PM SOCRATES: LIBERAL EDUCATION

Educational Television and Radio Center film production.

8:30 PM PSYCHOLOGY: UNDERSTANDING OURSELVES

A course in psychology emphasizing the understanding of human behavior.

Dr. Edwin B. Newman, Associate Director of the Psychological Laboratories, Harvard University, and the Commission on Extension Courses, Boston University.

Live presentation from the WGBH studios.

9:30 PM NEWS; WEATHER; WHAT'S COMING TOMORROW

9:40 PM SIGN OFF

* * *

Wednesday

7:30 PM HOW TO - SCULPTURE

Instruction on clay modeling.

The Museum of Fine Arts, Boston, in collaboration with the Institute of Contemporary Art and others.

The program will be a live presentation from the WGBH studios utilizing films and slides when appropriate.

8:00 PM WAYS OF MANKIND

Educational Television and Radio Center film production.

8:30 PM OUR CHANGING EARTH

A course concerned first, with the common minerals and rocks comprising the earth's crust, and, secondly, with the processes acting upon and within the earth. Natural phenomena, such as gorges, waterfalls, deltas, caverns, geysers and hot springs, sand dunes, lakes, shore features, glaciation, and earthquakes will be discussed.

Professor C. Wroe Wolfe, Boston University, Commission on Extension Courses.

Live presentation from the WGBH studios, utilizing films and slides when appropriate.

9:30 PM NEWS; WEATHER; WHAT'S COMING TOMORROW

9:40 PM SIGN OFF

* * *

Thursday

7:30 PM HOW TO - BUY

Instruction on buying food, clothing, household and other family and personal items with emphasis on seasonal values, quality standards and tests, fair pricing and other factors important to the consumer.

Faculty specialists from Greater Boston colleges and universities and adult education centers and others.

Live presentation from the studios of WGBH.

7:45 PM LET'S GET OUTDOORS

Talks on bird, insect, tree and plant identification and other nature studies with suggestions on routes, equipment, etc., for field trips.

Specialists from Greater Boston colleges and universities and community nature study groups, e.g., The Massachusetts Audubon Society, the Museum of Science and Industry and others.

Live presentation from the WGBH studios, utilizing films, slides and photographs when appropriate.

8:00 PM THE SCIENCES IN YOUR LIFE

Educational Television and Radio Center film production or kinescope by Lowell Institute Cooperative Broadcasting Council with Professor Philippe LeCorbeiller, Harvard University.

8:30 PM NEW ENGLAND CONSERVATORY RECITAL
NEW ENGLAND OPERA THEATRE
BOSTON UNIVERSITY OPERA WORKSHOP
MIT PLAYERS
HARVARD THEATER GROUP
TUFTS ARENA THEATRE

A continuing series of live telecasts of orchestral rehearsals, concerts, operas or dramatic presentations of these organizations.

10:30 PM NEWS; WEATHER; WHAT'S COMING TOMORROW

10:40 PM SIGN OFF

* * *

Friday

7:30 PM IDEAS IN BOOKS

Discussions and criticisms of contemporary books.

Faculty specialists from Greater Boston colleges and universities.

Live presentation from the WGBH studios.

8:00 PM INSTRUMENTS OF THE ORCHESTRA

Educational Television and Radio Center or other existing film production designed to give audience background for Saturday evening performance of the Boston Symphony Orchestra broadcast over WGBH-FM.

8:30 PM TONIGHT IT'S OUR TOWN: BROOKLINE
NEWTON
WESTON
ETC.

Discussion and audience participation program devoted to significant local issues and events.

Faculty specialists and representatives of community government, voluntary associations, e.g., parent-teacher groups, youth groups, professional and business groups, and other appropriate organizations and agencies concerned with the solution of important community problems.

Live presentation from the WGBH studios.

9:30 PM NEWS; WEATHER; WHAT'S COMING TOMORROW

9:40 PM SIGN OFF

* * *

Saturday

7:00 PM A SECOND LOOK: SOCRATES: LIBERAL EDUCATION

Educational Television and Radio Center film production.

7:30 PM A SECOND LOOK: WAYS OF MANKIND

Educational Television and Radio Center film production.

8:00 PM NEWS; WEATHER; WHAT'S COMING TOMORROW

8:05 PM SIGN OFF

* * *

Exhibit No. 10

Sunday

7:00 PM A SECOND LOOK: THE SCIENCES IN YOUR LIFE

Educational Television and Radio Center film production or Lowell Institute Cooperative Broadcasting Council kinescope.

7:30 PM A SECOND LOOK: AMERICAN IDEAS

The Jeffersonian Heritage, Educational Television and Radio Center film production.

8:00 PM NEWS; WEATHER; WHAT'S COMING TOMORROW

8:05 PM SIGN OFF

* * *

NAEB NETWORK

Revision: Jan 6, 1954

PLEASE NOTE:
NAEB NETWORK MEMBERS
NETWORK ACCEPTANCE COMMITTEE
INTERNATIONAL RELATIONS COMMITTEE

TITLE: ASIA REPORTS
Type: Roundtable
Time: 29:30
No: 33-43
Origin: Radio Free Asia
Audience: General Adult

Release Date	Issue #	Prog. #	Program
		I JAPAN:	
Jan. 3	1	1	One Year After Independence
10	2	2	Culture
17	3	3	History
24	4	4	Education
31	5	5	Status of Women
Feb. 7	6	6	Sports
		II KOREA	
14	7	7	History and Culture
21	8	8	Present Korea and the Future
		III Taiwan	
28	9	9	Free China Today
Mar. 7	10	10	Food and Families
14	11	11	Education
21	12	12	Entertainment and Culture
28	13	13	Natural Resources
		IV HONG KONG	
Apr. 4	14	14	Hong Kong: Cultural Center
11	15	15	Population and Resettlement
18	16	16	Trade and Business
		V VIETNAM	
25	17	17	Basic Facts
May 2	18	18	Culture
9	19	19	Status of Women
		VI MALAYA	
16	20	20	Land and Peoples
23	21	21	Culture
30	22	22	Malayan Sounds

			VII INDONESIA
June 6	23	23	Basic Facts
13	24	24	Progress and Development
20	25	25	Education
27	26	26	Music
July 4	27	27	Culture
			VIII THAILAND
11	28	28	History and Culture
18	29	29	Agriculture and Trade
25	30	30	Music
			IX BURMA (May not be available)
Aug. 1	31	31	Culture
8	32	32	Economics and Rebel Armies
15	33	33	Internal Structure
			X INDIA (May not be available)
22	34	34	Industrialization and Independence
29	35	35	India's Past
Sept. 5	36	36	Internal Ways and Means
12	37	37	The 5-Year Plan and the Future
			XI PAKISTAN (May not be available)
19	38	38	People and Places
26	39	39	The Moslem Pivot
Oct. 3	40	40	Economics and the Future
			XII CEYLON
10	41	41	Development and Desires
17	42	42	Education and Youth
24	43	43	People and Rice

Note that if the 10 programs on Burma, India, and Pakistan here listed are not available, the 3 Ceylon programs will become Programs #31, 32, and 33, released on August 1, 8, and 15.

SERIES DISTRIBUTED BY THE NAEB TAPE NETWORK AND THEIR UTILIZATION

	Series & Title	Source	No. of Programs	Length of Each Prog. (Minutes)	Total Air Time of Each Series	No. of Stations Using	% of Usage	Total Air Time
	Additional data on series listed in main report							
53-1	*Stories 'n Stuff	WILL	26	30:00	13:00	35	66	455:00
53-2	*Chicago Roundtable	U.Chi.	26	30:00	13:00	35	66	455:00
53-7	Children's Circle	WGBH	13	30:00	6:30	21	40	136:30
53-27	xComedie Francaise	FBS	13	60:00	13:00	11	21	143:00
54-11	⊘Letter From Italy	NAEB	12	15:00	3:00	30	57	90:00
	Data on series distributed since July 1, 1954 (53 stations on Network because of Summer)							
54-18	Little Orchestra Society Concerts	WNYC	8	120:00	16:00	36	68	576:00
54-19	Ancient and Modern French Music	FBS	7	60:00	7:00	28	53	196:00
54-20	Kidnapped	KPFA	16	30:00	8:00	35	66	280:00
54-21	Air Training	ATC	13	30:00	6:30	38	72	247:00
54-22	Man's Right to Knowledge	Col. U.	13	30:00	6:30	40	75	260:00
54-23	Africa	KPFA	4	30:00	2:00	33	62	66:00
54-24	University Artists	WUOM	4	15:00	1:00	30	57	30:00
54-25	France & Music of the West	FBS	(13	60:00	13:00	32	60	416:00
54-26	Fingerprints in Music	WUOM	13	30:00	6:30	39	74	253:30
54-27	Here is Spencer Snow	KWAX	13	15:00	3:15	33	62	107:15
54-28	Towards a More Friendly World	Amer. Fr.	13	15:00	3:15	37	70	120:15
		(76 stations on Network)						
54-29	American Ideals	WUOT	13	15:00	3:15	49	64	159:15
54-30	Window on the World	BIS	12	15:00	3:00	49	64	147:00
54-31	Foreign Policy without Fear	CUF	9	60:00	9:00	38	50	342:00

*Calculated to Dec. 31, 1954
xCalculated to Nov. 27, 1954
⊘Calculated to Oct. 1, 1954

NO. HRS. DIST. SINCE 4-1-54 4,479:45
NO. HRS. DIST. PRIOR TO 4-1-54 50,049:27
GRAND TOTAL 54,529:12

Mr. Grayson Summers

Edwards

January 6, 1954

Mr. M. McCabe Day, Director
Audio-Visual Center
Station WVSH
Room 103
Huntington High School
Huntington, Indiana

Dear McCabe:

Thanks for your letter of January 4. I think the second and third paragraphs pose the problem well, and I hope you do not mind my including copies of those paragraphs together with copies of this letter, which I shall send to the other members of the In-School Program Committee.

Our major alternatives regarding the proposed method of selection and distribution seem to be these:

1) Selection of 1955-56 programs in April, 1954; distribution through-out autumn, winter, and spring, 1954-55.

2) Selection of 1955-56 programs in Nov., 1954; distribution during winter and spring, 1955.

3) Selection of 1955-56 programs in Nov., 1954; distribution during winter, spring, and autumn, 1954.

4) Selection of autumn 1955 programs in Nov., 1954; distribution during winter and spring 1955. And selection of spring 1956 programs in April, 1955; distribution during autumn 1955.

5) Selection of autumn 1955 programs in April 1954; distribution during autumn 1954. And selection of spring 1956 programs in Nov., 1954; distribution during winter and spring, 1955.

But my most immediate problem is that of the manner of distribution rather than the times of selection and distribution: should we continue to send out a complete series in a single package, or should we send out a few reels of a series at a time? I strongly favor the latter. And I would like to see if by

distributing in this manner we cannot get out all of next years programs before schools close this coming Spring year. This would put us in a better position to further reform our system at our next meeting.

I hope I don't seem "pushing" about these matters, Mac. It's just that it seems obvious that we must develope a much better system of operation.

Sincerely,

John

John Holt
Network Manager

JH:do
cc: In-School Program Committee
Executive Director
Executive Committee

Excerpt from letter to John Holt, Network Headquarters, from M. McCabe Day, WVSH

January 4, 1954

"... I think your plan is certainly meant to solve the problem of distribution so that there will be no last-minute delivery of tapes. The only difficulty may be in the matter of working so far ahead in selection that we lose contact with users, in that we cannot make selections on the basis of reported needs, except possibly two years hence. I relize that one "can't have his cake and eat it, too," so we shall have to sacrifice some immediacy in the response of the committee to the necessity of getting out tapes in advance of use, and still not upset the headquarters operations by bunching a mass of duplicating all at one time.

If the time of selection did not have to be in April, 1954, for the year 1955-56, it would be desirable, but that would mean setting up an audition session at some time other than the regular meetings. Of course, I think this would be the most desirable procedure, even though all of us on the committee are busy enough without having additional meetings; but this possibility would depend upon headquarters policy in regard to committee meetings"...

"MAN AND CRIME"

A Protocol

Project description, argument, and materials for a radio program based on the problem of the criminal in contemporary society.

Submitted by: Joseph C. Lagey
14 Sherman Terrace
Madison 4, Wisconsin

I

"All Men Know..."

Men have torn asunder, boiled in oil, stoned to a pulp, broken on the rack, electrocuted, hung, and shot to death those of their fellow men called criminals. This has been going on for a long time.

Men have also opened their arms and hearts, torn down the grey prisons, taken the lash away from embittered warders; have sought to temper justice, and have probed into the twisted, dark souls of those who rebel, who hate, who kill.....The open heart, the seeking mind, these are things of today.

The evidence is now overwhelmingly conclusive that punishment per se does not deter criminal behavior. There is evidence to indicate that quite to the contrary, it acts to beget crime. Well remembered in English history is the giving up of the public execution of the pickpocket, for during the festive day more pockets than ever were picked. The lash was seldom if ever a good teacher.

On the other hand, modern philanthropy, social work, psychiatry, and the settlement house have provided no optimistic assurance that the "enlightened" approach brings about an abatement of danger in the streets and by-ways of our cities. There is also evidence to indicate that settlement houses and boys' clubs can serve as an infectious foci of crime and delinquency.

Of what we are sure is that rates of crime and delinquency are ever rising. Chicago, for example, in one year had over fifty percent of the A&P grocery stores threatened and robbed by the predaceous gunman. There are streets and areas in Detroit where over eighty percent of the young men have been arrested by police at one time or another. City after city, and now the towns and villages, show an inexorable increase in crime day by day, year by year.

What then is modern man to do about this ancient problem? How may he best bring about order and security in his cities? When shall his women and children walk about their avenues and parks in equal assurance, be it night or day?

There are many voices across the land and from out of time, each with a prescription. Some are brutish, adamant, and harsh. There are others who prefer an unrealistic passivity and misplaced tenderness. There are the dry, quiet utterances that seldom find their way past the ivy covered walls. These proffered solutions are important and must be given heed, for out of this seeming chaos we get our philosphy and day to day treatment of the criminal offender.

Sometimes the voices are strident. Every folk tavern has its expert on these matters. Every man, who lives in a democracy, has the right to pronounce his theory, only some do it more vocally than others. It is in this, then, that there is hope.....that most men consider themselves efficient in their comprehension of the "criminal" mind. Because of this there are strong opinions and strong passions. Because people are allowed to discuss, to grope with words, there is a deep interest in America in this problem.

Because all men are permitted an opinion on this matter, and as yet it has not been taken away from public discourse by the expert, this conversation of the market place becomes an obstacle to the unimpeded exploration into the treatment of the criminal.

All men, then, have an opinion. Many men, unabashedly, know the answer. The opinions, the treatments, the palliatives, the cures that become worse than the disease, all of these are present in our society. There is now reason to believe that even though we cannot say what will rehabilitate or ameliorate, we can state emphatically and categorically what will not work. Not all of this knowledge is generally known. Until it becomes better known, by judges, police, fathers, and priests, there may be little hope of mobilizing the resources available in America to foregather on the problem of crime in our social life. The following serve as proposals for meeting this.

II

"Not All Men Know..."

If there is any area of social phenomena that abounds in myth, fear, and magic, it is that of the behavior of the criminal. Many of these myths are heritages from Biblical times. Others have found their way down from the Middle Ages. Some are entertained as "scientific" in their guise. Little hope for objective understanding is possible while so many men walk about with this lore of a past epoch in Man's history. For our own mental goodwill as well as hygiene

for the criminal, the participants in a democracy should be given the tools of enlightenment. It ill becomes us and our children to labor so fruitlessly in this half-world of superstition.

Who is to tell our American citizen that the criminal behaves from the same motives and the same laws of personality as the non-criminal?

Do all men know that the differences in intelligence between the prisoner and the non-prisoner are relatively minor and of little significance?

Can any man walking down the street be convinced that it is not possible to discern the criminal by physical appearance or other stigmata? Shall he be shown that he cannot separate out the photographs of the ministry and of the underworld when given pictures of both?

And hardest of all, is it possible to dissuade the strongest magic of all, that there is something in the blood, or race, or instincts, whereby certain men are irrevocably doomed to lives of crime?

Shall the results of the Maryland law on lashing and whipping be made public? Shall the self-styled "experts" be perturbed by the knowledge that better housing reduces crime? That there is no real proof that comic books, radio, or movies are associated with high crime rates?

Finally, shall it be made known that parole and probation do seem hopeful? That group therapy holds promise where solitary confinement brought about suicide and insanity?

These then are some of the things to tell the people, as many people as possible, as effectively as possible, and soon.

III

"If Some Will But Listen..."

It is proposed that a series of half-hour radio programs be initiated for the widest possible immediate dissemination. It would seem to be a fitting project for the National Association of Educational Broadcasters and the Fund for Adult Education. These programs should be semi-documentary, utilizing all the effective devices, the best knowledge. Without listeners the point is lost. The bribe of making a program interesting, dramatic, and personalized, is not to forsake too much validity in exchange for listeners. Most of the materials in textbooks on criminology and penology have a limited existence. These programs should be thought of as something that can get out of the classroom and do good battle with the soap opera.

To be effective it should be dramatic and personalized. But always it should be so constructed as to successfully communicate just a certain minimum number of basic premises. These are:

1. Criminal behavior is human behavior.
2. Punishment does not deter crime.
3. Research, research, research.
4. There, but for the Grace of God.....

The objective then becomes not that of making all men criminologists, nor of taking this area of human interest away from the common man. The true purpose underlying all of the pathos and drama is ever to inculcate a spirit of humanity, humbleness, and a loyal patience with research efforts.

IV

Suggested Programming

No. 1 - The Doctrine of Original Sin, Cain slew Abel, the Law of Moses...an eye for an eye, tooth for a tooth...Half-hour dramatization of episodes from the Old Testament ---- Epilogue possibly by Professor Radoslav Tsanoff, author of "The Nature of Evil."

No. 2 - The second great ethical revolutuion, Christ..."if a man taketh thy cloak, give him thy robe also." ----Epilogue on benevolence by Professor Pitrim Sorokin.

No. 3 - The Renaissance, period of effervescence of violence, crime, and superb achievement ---- Professor Walter Agard.

No. 4 - Medieval Man
1. The Trial of the Accused Swine
2. Ugliness and criminality.

No. 5 - Early London
1. Criminal Children
2. Laudanum, Heroin, and Despair.

No. 6 - 19th Century Italy
1. The emergence of criminological theory. Lombroso and his atavistic man.
2. Refutation by Galton.

No. 7 - Colonial and Early America
1. Traditions of Violence
2. Newspapers of 1790 versus historians. Taverns, prostitutes, hoodlums.

No. 8 - Panorama of Punishment
1. The Iron Maiden, the Rack, the Pit
2. Solitary Confinement, the Hood
3. The Lash, Hard Labor, Chain Gangs
4. Hanging, Electrocution, Gas Chamber.

No. 9 - Freud and his followers
1. August Aichörn, "Wayward Youth"
2. William Healy, "New Light on Delinquency"
3. The new problems, theories, and dilemmas presented by Freud.

No. 10 - Theories of Crime
1. Von Hentig - crime caused by the victim
2. Sheldon - crime cause by physique
3. Reckless - crime caused by "differential association"
4. Bonger - crime caused by poverty
5. Hooton - "the modern Lombroso."

No. 11 - The Judge, the Lawyer, the Court, the Victim
1. 3% of criminals get sent to prison
2. The older the criminal, the more experienced criminal, the shorter the sentence
3. The third degree - truncheon, hose, boot, fatigue, threats

No. 12 - The Prison Gates Open
1. The Hole - Solitary and Isolation
2. The Guard, average education 8th grade, average income $1,200.
3. The Warden - they change after every election.

No. 13 - Group Therapy in Action
1. Recordings by McCorckle
2. Pros and Cons.

No. 14 - Robert Lindner - "Rebel Without Cause"
1. Pros and Cons.

No. 15 - The White Collar Criminal
1. Professor M. Clinard, author.

No. 16 - Movies, Press, Radio
1. Those who accuse
2. The refutation.

No. 17 - Parole, Probation
1. Failures - cost
2. Success - savings.

No. 18 - Prisoners' Aid Societies
1. Ruth Baker, former director Wisconsin Service Bureau.

No. 19 - As the Ex-Con sees it ---
1. Raymond "Red" Field, three-time loser, kidnapping, assault, armed robbery.

No. 20 - Dostievski - "Crime and Punishment."

Series 2

"My Most Unusual Prisoner"

"This is the story of a man whom I had in my prison....."

Wardens of prisons and reformatories will be used as figures to present the personal, human element of the criminal. Series 1 conceived of him as a statistic, a theory, a concept. Series 2 takes the general and reduces it to the particular. This would be a dramatization of the high lights of the life of a particular convict. Introductory remarks by a warden. An evaluation and interpretation by a panel consisting of a lawyer, a psychologist, and a criminologist.

Organization of Project

1. Originator: Joseph Chiozza Lagey. Taught social problems and juvenile delinquency University of Wisconsin. Gave in-service training course to staff of Wisconsin School for Girls, an institution for problem girls. Five years research on delinquency at Youth Guidance Clinic, Boston.

2. Consultant: Howard Gill. Former Warden, Norfolk Prison, Mass. Director of Research, Federal Prison Bureau. Consultant to Puerto Rico Government. Most controversial figure in American penology.

3. Script writer: Betty Jaffey, Chicago. Secretary, Radio Writers' Guild. Winner, "Neurotic Sound Effect," international award. Writer of "This is the Underground."

4. Director: Norman Michie, presently editor "Voices of Europe."

VOICES OF EUROPE

NAEB

VOICES OF EUROPE

No. 53

Duration: 28' 59"

Frau Waltraut Skupin and Herr Odd Nansen

On refugees and refugee passports

Background: In the town of Bend, Oregon, the members of the First Presbyterian Church wanted to do something good for somebody who had suffered in the wars of the world. The good that they have done Milton Mayer saw in a stable in the village of Falkenbach in west central Germany. In the stable of the family of Hans Skupin and his wife Waltraut he had a conversation with Dolly. Dolly is now a cow. When she left Bend, Oregon, on her way to Falkenbach, she was a heifer, a calf carrying her first calf. It was the heifer project originated by the Brethren Service Committee of the Church of the Brethren which brought Dolly and some 12,000 other animals; goats, cows and bulls, to stricken farmers--refugees--all over the world, in Asia as well as here in Europe. Dolly is doing well, as we shall soon hear when Milton Mayer speaks with Frau Skupin. The heifer project, although it originated with the Church of the Brethren in the United States, is one of those little ideas which caught fire and it is now supported by members and groups of many other churches and non-church organizations, including the Methodist Committee for Overseas Relief, the Evangelical and Reformed Church, the American Baptist Home Mission Society, the Mennonite Central Committee, the Rural Life Association, the Fellowship of Reconciliation, the National Catholic Rural Life Conference and the well-known service clubs: The Rotarians, the Kiwanis and the Lions. All of them have participated in bringing heifers like Dolly to people like the Skupins. The Skupins had a farm in Silesia in eastern Germany, the section which is now Poland. That farm consisted of 140 acres in three large pieces of land. Their present farm in Falkenbach is 30 acres, divided into 110 pieces of land, with 14 separate hay fields, none of which adjoins another. So life is pretty hard for the Skupins, but it has been much harder for them in the past and it wouldn't be quite as easy as it is now if some people in America had not thought of trying to bring the seeds of life and construction to those parts of the world where they are most needed. An occasional letter still comes to the office of architect Odd Nansen in the city of Oslo, addressed simply: Nansen, Norway. Odd Nansen's father, Fridtjof Nansen, the Professor of Oceanography who invented the Nansen Passport, received thousands and thousands of such letters. Architect Odd Nansen himself is considerably more famous as a humanitarian than he is as an architect. He has worked all his life for refugees, and he is President of the Norwegian section of the World Movement for World Government.

VOICES OF EUROPE

No. 54

Duration: 29' 16"

Duke of Bedford and Lord Adams

On public opinion in Britain.

Background: The great hereditary estate and castle of the Dukes of Bedford is Woburn Abbey in the county of Bedfordshire, England. The present twelfth Duke does not live in the Abbey but, like so many of England's highest nobility, in a small house on the estate. The Bedford family name is Russell and the first Russell was elevated to the peerage of England in the year 1539. The present Duke's great grandfather, incidentally, was the grandfather of Bertrand Russell, the philosopher. Jack Adams was four years old in 1894 when his father was killed in a coal mine in Cumberland County, on the west coast of England. His mother was left with nine children, and no compensation for her husband's death. At the age of twelve, Jack went to work as a farm laborer and at 14 he entered the mines. But Jack Adams didn't remain a coal miner. He wanted to do something about the condition in which his mother, like so many other miner's wives, was left when her husband was killed. He joined the Independent Labor Party of England in the Iron Ore Miner's Union, became eventually vice-president of the Cumberland Miners Union and chairman of his town council. Today Jack Adams is secretary of the Cumberland Development Council, a private agency, and general manager of the West Cumberland Development Corporation, a government agency. In these capacities he is one of the men, the man, according to all the rest of England, who changed West Cumberland, one of the worst of England's so-called Depressed Areas, into a flourishing economy. He isn't Jack Adams anymore. On January 1st, 1949, the King of England elevated him to the peerage. The Cumberland miner's boy is now Lord Adams of Enerdale, but he still looke a little like a coal miner.

VOICES OF EUROPE

No. 55

Duration: 29' 04"

Herr Kaspar Mayr and Major Jan Linzel

On Pacifism

Background: In interviews recorded in Austria and in Holland, Milton Mayer speaks with two Pacifists.

VOICES OF EUROPE

No. 56

Duration: 29' 30"

Lionel Durand and Claude Terrail

On Paris and French decadence.

Background: Monsieur Lionel Durand has been a Frenchman for 20 years, although he was born in 1920 in Haiti. During the second World War he was a member of the intelligence group of the French underground in Paris and then became New York correspondent and then foreign editor of the Paris newspaper, the Paree Presse. In 1951 he became editor of the international magazine published in French and English, Er Nouvelle, the New Era. After the liberation of France in 1945, the municipality of Paris decided that it could no longer afford to illuminate at night France's greatest monument, Notre Dame Cathedral. And so a good Frenchman and a good Parisian, Claude Terrail offered to pay the cost of lighting Notre Dame on week ends and special occasions. In this Monsieur Terrail was showing himself a good business man too. His restaurant, La Tour d'Argent, the oldest public eating house in Paris and one of the most famous and elegant, stands on the Quai de Tournelle with a magnificent view of the Seine, of Notre Dame, and of Paris. The restaurant, as far as is known, was founded in 1582 and may very well be the birthplace of the fork.

VOICES OF EUROPE

No. 57

Duration: 29' 15"

"Hannelore Altmeier" and "Fritz Schneider"

On conditions in East Germany

Background: Not so very long ago, Fraulein Hannelore Altmeier, who is 18 years old, arrived in the West sector of Berlin from the Russian zone of Germany. The same day Hannelore arrived, perhaps 1,000 other Germans from the East Zone appeared in Berlin, and more or less this number arrive every day in the week. Hannelore is one of four daughters of a professional army officer, a colonel in the German army, who, since the end of the war, has been a prisoner in the Soviet Union. Hannelore's three sisters had all fled from the East Zone before her. One is in America, two in the west Germany city of Hamburg. Next Milton Mayer interviews "Fritz Schneider" also of East Germany.

VOICES OF EUROPE

No. 58

Duration: 29' 18"

Sven Fisker and Eilot Maegaar

On Danish farming and shipping.

Background: In the heart of Copenhagen's great shipping district Milton Mayer speaks with Herr Eilot Maegaar, for 33 years the general manager of the Danish Shipowner's Association. Born in a small town in Denmark of a family of merchants and seamen, Herr Maegaar was trained as a lawyer. He is now a member of the board of the International Shipping Conference, of the International Shipping Federation, and of the International Chamber of Shipping. Farming is the heart of Denmark and Sven Fisker is a Danish farmer in the province of North Zayland. The farm is 333 acres of mixed farming, like all Danish farming, with special emphasis on dairy production.

VOICES OF EUROPE

No. 59

Duration: 29' 24"

"Herr Busch"

On the problem of the Saar.

Background: In this and the following two programs of the series, the problems of the Saar are discussed. Milton Mayer interviews "Herr Busch," an unidentified Saarlander.

VOICES OF EUROPE

No. 60

Duration: 28' 26"

Herr Ernst Heinrick Schaeffer and M. Jacques Chaselle

On the problem of the Saar

Background: Herr Ernst Heinrick Schaeffer was born in the principle city of the Saar, Saarbrucken. He has been in the steel business for 40 years and is today a supplier of high grade steel for plants throughout the Saar. After his apprenticeship in steel manufacturing, he worked over the years in France, England, Belgium, Italy and Spain, and for 20 years, up until 1945, he worked in Berlin. During the last war he was the manager of the Berlin offices of two privately owned steel plants in the Ruhr. He is a widower. He had two sons and two daughters. One of his sons was lost in the German Army in Russia. At the end of May in 1945, when the Russians took over the section of Berlin where Herr Schaeffer lived, having lost all his posessions, he came back to the Saar, to his native city of Saarbrucken, on a bicycle, and began again. Monsieur Jacques Chaselle is chief of the information section of the French diplomatic mission to Saarbrucken.

VOICES OF EUROPE

No. 61

Duration: 29' 18"

Dr. Edith Pulewka and Herr Hermann Trittlewitz

On the problem of the Saar.

Background: In Saarbrucken, the central city of the Saar, that little piece of land which lies between France and Germany, between the Rhine and Moselle rivers, he interviews first Dr. Edith Pulewka. She is a Saarlander, born and brought up in the Saar, of a Saar family, and she is a dentist by profession. During the last world war, along with all the other civilians in the city of Saarbrucken, Dr. Pulewka was twice evacuated by the German government, and while there was no actual street fighting, infantry or artillery, in the city of Saarbrucken, the city itself was almost destroyed, 85% of its buildings either partially or wholly knocked down by aerial bombardment. Milton Mayer next interviews Herr Hermann Trittlewitz, who, until June of 1952, was Landtrat, or County Commissioner, a high official in the Independent government of the Saar.

VOICES OF EUROPE

No. 62

Duration: 29' 29"

Mlle. Huguette Kailat and Herr Klaus Kammler

On the life of students in Europe

Background: Mlle. Huguette Kailat isnot an ordinary French girl. The fact that she speaks English itself is significant, because most Frenchmen simply don't bother to learn English, as most Americans who have gone to France discover. Mlle. Huguette was born in Paris in 1930, the daughter of a French colonial official. When she was a month old her father was assigned to the French colony of Madagascar as Governor-General and there Huguette spent the first eleven years of her life, returning to France upon her father's retirement. She finished school in Paris and then attended L'Institute D'Etude Politique. After three years there, she has just finished her political studies. Herr Klaus Kammler is a very young German student who has lived under democracy, nazism, communism and again democracy.

VOICES OF EUROPE

No. 63

Duration: 29' 20"

Dr, Herbert Tingsten and Monsieur Claude Petit

On life in Sweden and a small French village

Background: In Stockholm Milton Mayer interviews Dr. Herbert Tingsten, chief editor of Dagens Nyheter, the daily news of Stockholm, the largest newspaper in Scandinavia. The French village of Les Hermites, the Hermits, is about 125 miles south of Paris, not far from the city of Tour. It is an ancient village of 300 persons with a total population including the farm community roundabout of about 800. The mayor of Les Hermites is Monsieur Claude Petit who was born in 1909, the son of the village notary. One of his grandfathers was a peasant and another a wagon maker. By virtue partly of his high scholastic standing and partly because of his father's financial ability, Claude Petit was able to go to the university, which meant Paris. After leaving the university he entered the French Civil Service in the Department of Labor. He was with the English Army at Dunkirk and in 1944 was elected mayor of Les Hermites.

VOICES OF EUROPE

No. 64

Duration: 29' 28"

Monsieur Edgar Pillet and Mlle. Rudolph

On Abstract Art and Abstractionist Painters

Background: In the Rue Campagne Primier, in the Montparnasse section of Paris, there stands a tenement building which in any other city except Paris would be regarded as totally uninhabitable. But because its windows enjoy some of the best north light in the city of Paris, it is the living quarters and studios of some of the best working artists in the city. It was there that Milton Mayer interviewed Monsieur Edgar Pillet, one of the most distinguished leaders of the modern French school of abstractionist painting. The translator is Mlle. Rudolph.

VOICES OF EUROPE

No. 65 (final program of the series)

Duration: 29' 20"

Herr Franz Lipovsky and Pastor Kurt Norell

On how to help poeple and how not to

Background: When Franz Lipovsky was two years old in Vienna, his mother died. When he was seven his father, an unskilled worker, went to war. That was 1914. Although Franz's father was not killed until 1918, Franz never saw him again. Like his father before him, he became an apprentice. Today Herr Lipovsky works in the office of education of the city of Vienna, but in between then and now a lot of things happened to Herr Lipovsky. Pastor Kurt Norell is a minister of the Lutheran Church, the state church of Sweden, who, however, has never had a parish. He is warden of Birkagarten, the first and most famous settlement house in Sweden.

MAB files :

"Network

Programs"

For your presidential files.

NAEB TAPE NETWORK

November 14, 1952

MEMO:
TO : ACTIVE NAEB MEMBERS WHO ARE NOT PARTICIPATING IN THE NETWORK AT THE PRESENT TIME:
FROM: NETWORK HDQ.

RE : THE NEW WINTER '53 OFFERINGS.

Enclosed you will find the information on the new Winter--'53 offerings which is scheduled to begin over the stations of the NAEB Tape Network the week of January 4, 1953. We are sending you this information for your files since our records show that you are not participating in the Network at this time.

If you wish to join the network and to receive the series in this new offering please fill out the order form and return it to Hdq. by Dec. 1. We will place you on the network and bill you for the service later.

Please note the schedule of fees below. This schedule is for the period January 1, 1953 to June 30, 1953.

Class "A" Stations	(5kw or more of power AM or FM)	$100.00
Class "B" Stations	(1kw to 4.9kw of power AM or FM)	62.50
Class "C" Stations	(less than 1kw of power AM or FM)	37.50

NAEB TAPE NETWORK

November 14, 1952

MEMO:
TO : ALL NETWORK STATIONS
FROM: JOHN HOLT

RE : WINTER OFFERINGS; CURRENT OFFERINGS

1) All the programs in the winter offerings are scheduled for release the week of January 4. Please do not plan to broadcast them before that date--Sunday, January 4, 1953.

2) The three FAE series (Voices of Europe; Ways of Mankind; People Under Communism) listed with the new programs have already been offered. If you want these series but have forgotten to order them, please do so at once.

3) Most of our current series (Package #9) ends the week of Dec. 7.

4) Music for the Connoisseur will continue through the week of Dec. 28; Treasure Island through the week of January 4.

5) Note the offering of four reels of "Christmas Special" programs. Please do not delay ordering if you wish any or all of them.

6) Thus far most of our offerings have been made seasonally--four times a year. However, our duplicator has given network operation added flexibility, and we will be able to make some additional offerings at other times during the year (as was done with the FAE programs). As series come to an end we will try to find new programs to take their p places in your schedule. We will attempt to keep the number of tapes released each week at a fairly constant level.

7) Therefore--please regard our request for new programs as constant, not seasonal.

8) If after broadcasting tapes received in your regular weekly shipment, you wish to erase the tape and dub a program for audition by Network Hdq., do so. If you are supplying the Network with a series, you may use NAEB tapes to make copies for Hdq. But (A) notify us that you are doing so. (B) Send the audition tapes or series tape plainly marked in a separate shipment from your other tape returns.

Best regards from Network Headquarters.

Sincerely,

John Holt

NAEB TAPE NETWORK

November 14, 1952

MEMO:
TO : ALL CHIEF ENGINEERS
FROM: ROBERT JOHNSTON, TAPE NETWORK ENGINEER

RE : ALIGNMENT TAPES.

We have available for immediate use several alignment tapes. These alignment tapes are made by L. S. Toogood in Chicago AND have recorded on them a high frequency tone. Much attention was paid in the recording process to insure that the alignment is perfectly perpendicular to the travel of the tape. By playing these tapes back on your machines you can check to see if your alignment is accurate. We urge you to try these tapes if you have not already done so. We realize that this is not a cure-all for alignment problems, however, it is one attempt to a solution.

Please fill out the form below and return it to Network Headquarters and we will mail a copy of alignment tape to you immediately. We will handle this on a first come-first serve basis so return your form soon.

IMPORTANT: Do not keep the alignment tape more than one (1) week. As soon as you have finished using it please return the tape and the reel.

* *

NAEB TAPE NETWORK

RETURN TO NETWORK HDQ. RETURN TO NETWORK HDQ.

STATION_____ WOULD LIKE A COPY OF THE L.S. TOOGOOD ALIGNMENT TAPE. WE UNDERSTAND THAT WE ARE NOT TO KEEP THE TAPE FOR MORE THAN ONE WEEK. AT THE END OF A WEEK, WE WILL RETURN BOTH THE TAPE AND THE REEL TO NAEB TAPE NETWORK HDQ.

_____
NAME

_____
POSITION

_____
DATE

For Network Use :

Tape Sent_____
Date

Tape Returned_____
Date

NAEB TAPE NETWORK

November 14, 1952

MEMO:
TO : ALL NAEB TAPE NETWORK STATIONS
FROM: NETWORK HDQ.

RE : SPECIAL BBC CHRISTMAS PROGRAMS.

Attached you will find promotion materical from the BBC describing programs available from them for the Christmas season.

The list of programs available are:

Her First Christmas 15:00 (Christmas Edition of London Forum)
Christmas Fare 15:00 (To be on one reel with First Christmas
Each in His Own Way 30:00
Welcome Yule 28:00
The Dickens of a Christmas 28:49

IMPORTANT! PLEASE NOTE! These programs are to come directly from the NAEB Network Hdq. They will not come from the BBC as do the other BBC shows. DO NOT BICYCLE THIS PROGRAMS. Return them directly to NAEB Network Hdq.

Please indicate on the order form below which of the BBC programs your station would like to receive. A station may order any or all of the programs.

PLEASE RETURN THIS FORM BY NOVEMBER 28.

* *

NAEB TAPE NETWORK

ORDER FORM ORDER FORM

BBC CHRISTMAS PROGRAMS

STATION_____ORDERS THE FOLLOWING BBC CHRISTMAS PROGRAMS:

Her First Christmas 15:00 (Christmas Edition of London Forum)_____

Christmas Fare 15:00 (On same Reel with First Christmas) _____

Each in His Own Way _____

Welcume Yule _____

The Dickens of a Christmas _____

_____
NAME

_____
POSITION

_____
DATE

IMPORTANT: PLEASE RETURN THIS ORDER FORM TO NETWORK HDQ. BY NOVEMBER 28.

BRITISH BROADCASTING CORPORATION

630 FIFTH AVENUE NEW YORK 20, N. Y.

TELEPHONE
CIRCLE 7-0656

CHRISTMAS PROGRAMS 1952

NEW YEAR'S ROUNDUP - Thirty minutes of soundtracks from the cream of Britain's 1952 film output.

HER FIRST CHRISTMAS - The dramatized story of a newly married couple spending their first Christmas together. 15 minutes.

STAR ON THE SNOW - A snowball thrown haphazardly by a little boy causes a scientific sensation in the atomic field. There is considerable excitement among the professors, but Christmas itself proves to be more important. The music was specially composed for this 30 minute drama.

EACH IN HIS OWN WAY - Flora Robson narrates a half-hour feature describing Christmas as it is celebrated by the various ethnic groups of Britain, including European refugees.

CHRISTMAS JOURNEY - A charming 30-minute program of carols, legends and Christmas music of the British Isles. The program is narrated by the well-known British actress, Gladys Young.

North American Office of the British Broadcasting Corporation (BBC), an agent of the BBC, London, England, which is incorporated by Royal Charter. This material is filed with the Department of Justice, where the required registration statement of the North American Office of BBC under 56 Stat. 248-258 as an agent of the BBC, London, England, is available for inspection. Registration does not imply approval or disapproval of this material by the United States Government.

BRITISH BROADCASTING CORPORATION

630 FIFTH AVENUE NEW YORK 20, N. Y.

TELEPHONE
CIRCLE 7-0656

CHRISTMAS FARE - A fifteen-minute program with music which contrasts Christmas celebrations of today with those of the Elizabethan and Victorian periods. Ancient recipes recall the days of sumptuous festivity while party games take the listener back to the Victorian era.

THE TAILOR OF GLOUCESTER - A half-hour program based on the Beatrix Potter story of the mouse who was befriended by a sick tailor and repaid his debt by Christmas Day.

THE LITTLE LOG SELLERS - 30 minutes - a cameo cartoon including special music by the BBC's Northern Orchestra and the Manchester Cathedral Choir.

THE PARABLE - A fifteen-minute program by the well-known religious writer, Joseph McCulloch.

All programs listed above have been recorded in London and shipped to New York for distribution. They are available on disc or tape at a cost of $5.00 per program.

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BRITISH BROADCASTING CORPORATION

630 FIFTH AVENUE NEW YORK 20, N. Y.

TELEPHONE
CIRCLE 7-0656

Listed below are tentative shortwaved programs to be scheduled during Christmas week:

CHRISTMAS CHEER - A 30-minute poetry anthology produced by R. D. Smith.

THE NAME - A fifteen-minute Christmas play.

ALAN MELVILLE - A fifteen-minute program in which the well-known British humorist and playwright narrates, in verse, jingles for Christmas with dramatized illustrations.

A CHRISTMAS MESSAGE BY HM QUEEN - December 25th at 10:00 AM, EST.

Additional details, shortwave frequencies, etc. will be supplied at a later date.

10/24/52

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BRITISH BROADCASTING CORPORATION

630 FIFTH AVENUE NEW YORK 20, N. Y.

TELEPHONE
CIRCLE 7-0656

CHRISTMAS PROGRAMS

issued by the

BBC TRANSCRIPTION SERVICE

WELCOME YULE - A program of carols and hymns sung by the BBC Singers, under their conductor, Leslie Woodgate. They include both the familiar, traditional Christmas music known and loved by all generations, such as 'O Come, all ye Faithful' and 'The First Nowell' and modern carols, among them Gustav Holst's 'Lullay my Liking'. Duration: 28'00"

THE HEART OF SHELTER - This nativity play in verse tells the story of the Birth of Christ from the point of view of the steward of the inn at Bethlehem. The steward is the symbol of mankind searching for rest and peace, and he finds that the true shelter is in man's own heart. Duration: 28'38"

O MAGNUM MYSTERIUM - This program of Christmas liturgical music is sung by the Schola Polyphonica. Among the composers represented are Palestrina and Byrd. Henry Washington, Director of the Schola Polyphonica, arranged the recital for the BBC Third Programme. Duration: 28'22"

THE DICKENS OF A CHRISTMAS - This anthology sets out to discover just what it was about Christmas that Dickens liked so much. R. D. Smith presents the Dickens Christmas in all its variety mainly by means of dramatised extracts from the author's works. Duration: 28'49"

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November 14, 1952

NAEB TAPE NETWORK

PROGRAM OFFERING PROGRAM OFFERING

WINTER-1953

Here is the list of series offered for your use during the winter of 1953. These series should be scheduled for broadcast beginning the week of January 4, 1953. That is the first issue of the winter offerings should be played during the week of January 4-10, issue #2 the week of Jan. 11-17, etc.

Please indicated on the accompanying order form which series you wish to received and return the form by December 1st at the latest.

SERIES STARTED IN 1952 WHICH WILL CARRY OVER TO 1953

Series	Title & Producer	Length	Type	No. of Weeks
52-37	Voices of Europe (NAEB-FAE)	30:00	Interview	13 Plus
52-38	People Under Communism (NAEB-FAE)	60:00	Doc.-Drama	7-10
52-39	Ways of Mankind (NAEB-FAE)	30:00	Doc.-Drama	13

SERIES TO BEGIN IN THE WINTER-1953 OFFERING

53-1	Stories 'N Stuff (WILL)	30:00	Children	13
53-2	Chicago Roundtable (U. ofChi.)	30:00	Talk	13 plus
53-3	Modern Views of Man & Society (WUOM)	60:00	Talk	8
53-4	The Musician Comments (WUOM)	15:00	Talk & Music	13
53-5	Humanities Lecture (WGBH)	60:00	Talk	13
53-6	Old Books: Old Friends (WGBH)	30:00	Talk	13
53-7	The Children's Circle (WGBH)	30:00	Children	13
53-8	Cry of Warning (WKAR)	30:00	Doc. Drama	13
53-9	Way Beyond the West (KPFA)	20:00-25:00	Talk	13 plus
53-10	Folksongs and Footnotes (WBUR)	30:00	Music	13
53-11	Report From Europe (WBAA)	15:00	Talk	13
53-12	Window in the Ivory Tower (KWAX)	30:00	Talk	13

8 series of Talk programs	4:35:00
3 series of Doc. Drama	2:00:00
2 series of Children's programs	1:00:00
2 series of Music programs	45:00
Total Hrs. per Week	8:20:00

NAEB TAPE NETWORK
119 GREGORY HALL
UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

November 14, 1952

NAEB TAPE NETWORK

ORDER FORM

ORDER FORM

WINTER-1953

The NAEB Tape Network continues to service each station individually for the Winter-1953 offerings.

In order to receive any or all of the series listed below for the Winter-1953, please fill out this acceptance form indicating those series you wish to receive, sign the form, and return to NAEB Tape Network, 119 Gregory Hall, University of Illinois, Urbana, Ill., by December 1, 1952.

A station may either add one or more series later, or cancel series if they prove unsatisfactory.

STATION _____ ACCEPTS FROM THE WINTER-1953 OFFERINGS THE FOLLOWING SERIES ON THE UNDERSTANDING THAT THEY ARE TO BE BROADCAST BEGINNING WEEK OF JANUARY 4, 1953

53-1 Stories 'n Stuff _____

53-2 Chicago Roundtable _____

53-3 Modern Views of Man & Society _____

53-4 The Musician Comments _____

53-5 Humanities Lecture _____

53-6 Old Books: Old Friends _____

53-7 The Children's Circle _____

53-8 Cry of Warning _____

53-9 Way Beyond the West _____

53-10 Folksongs and Footnotes _____

53-11 Report From Europe _____

53-12 Window in the Ivory Tower _____

_____
NAME

_____
POSITION

_____
DATE

PLEASE RETURN THIS TO NETWORK HDQ. BY DEC. 1

NOTE AGAIN THAT THESE SERIES ARE TO BEGIN THE FIRST WEEK IN JANUARY. (Jan. 4-10)

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-1 (Winter-'53)

Title: STORIES 'N STUFF

Type: Stories, songs, and stuff
Time: 30:00
No.: 13 programs
Origin: WILL
Audience: Children 5-10

STORIES 'N STUFF needs no introduction to NAEB stations. It is a prize-winning children's out-of-school program. It has been honored at the Ohio State Institute for Education by Radio and Television, and at the 12th Annual School Broadcast Conference.

Featured are stories written especially for the series. The stories deal with science, fiction, other countries, nature, and good manners. A different folk song is played each program.

Originating from WILL, University of Illinois, STORIES 'N STUFF is written by members of the WILL staff and produced and directed by Harold Hill.

#1. Leonardo Da Vinci

#2. The Tallest Woman in the World

#3. The Little Raccoon Who Wouldn't Wash.

#4. Korean Fairytale: Pigling and Her Proud Sister

#5. Robbers and Pirates in Your Own Garden

#6. The Dog Who Wouldn't Leave His Master

#7. Dick Whittington and His Cat

#8. Prince Arwia and the Magic Prison

#9. The Boy Who Made His Own Materials

#10. A Little Man Named Tom Thumb

#11. Two Little Girls Who Wanted to get Rich

#12. Pinnochio

#13. Halloween

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-2 (Winter-'53)

Title: UNIVERSITY OF CHICAGO ROUNDTABLE

Type: Forum
Time: 30:00
No.: Continuous
Origin: NBC & University of Chicago
Audience: General

This is a continuous series of forums on subjects of current national and international interest.

The series is produced by the National Broadcasting Company and released to the NAEB Tape Network.

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-3 (Winter-'53)

Title: MODERN VIEWS OF MAN & SOCIETY

Type: Talk
Time: 60:00
No.: 8 programs
Origin: WUOM
Audience: General

This series of lectures presents a critical study of man and of social organization, with the hope that greater understanding will lead to more amicable relations. The symposium will bring to the radio audience a group of speakers distinguished in their activities and in their published critiques of modern beliefs and institutions. Specialists in the sciences and arts will interpret and evaluate the bewildering profusion of views in this contemporary period.

Among the speakers you will hear will be Anthony West, British novelist and critic; Richard H. Shryock, director of the Institute of the History of Medicine at Johns Hopkins University Medical School; Malcolm Cowley, critic, former associate editor of the New Republic; and Gilbert Seldes, an editor of Collier's and the Dial, director of television , and interpreter of the arts.

The provocative subjects include "The Critical Function,""Myths and Heroes in New American Fiction," and "The Lively Arts and the Great Audience,"

NAEB TAPE NETWORK

PROGRAM LIST PROGRAM LIST

Series 53-3 (Winter-'53)

Title: MODERN VIEWS OF MAN & SOCIETY

Type: Talk
Time: 60:00
No.: 8 programs
Origin: WUOM
Audience: General

1. THE CRITICAL FUNCTION--Anthony West. During the war British-born critic and novelist West was with the British Broadcasting Company. Since his arrival in the United States, he has been book reviewer for Time and at present is serving in that capacity for the New Yorker.

2. THE INTER-RELATIONS OF PUBLIC HEALTH AND MEDICAL CARE OVER THE LAST CENTURY--Richard H. Shryock, director of the Institute of the History of Medicine at Johns Hopkins University Medical School.

3. MAN AND STATE IN COMMUNIST COUNTRIES--Nicholas Nyardi. As former minister of finance of Hungary, Dr. Nyardi was called upon to negotiate with Moscow in the matter of Russian claims against his country. Despite strong Russian pressure, Dr. Nyardi urged Hungary, unsuccessfully, to participate in the Marshall Plan. He went into voluntary exile in 1948 and arrived in this country shortly after. My Ringside Seat in Moscow is his latest publication.

4. EUROPE'S REVOLUTION IN VALUES: ROOTS OF TOTALITARIANISM-1871-1952--- Peter Viereck. Mr. Viereck is professor of Russian history at Mount Holyoke College and was awarded the Pulitzer Prize for poetry in 1949. He is well known for his prewar expose of Nazism, Metapolitics, and for his continuing attack on Communism, Conservatism Revisited.

5. THE SOCIAL AND EDUCATIONAL IMPLICATIONS OF RELIGION TODAY--Panel discussion with Bishop Richard Emerich, Harlan Hatcher, president of the University of Michigan, and professor Frank Huntley as moderator.

6. MYTHS AND HEROES IN NEW AMERICAN FICTION--Malcolm Cowley. An important figure in the field of letters for thirty years, Mr. Cowley has distinguished himself as critic, editor, and translator. From 1929 to 1944 he was an associate editor of the New Republic. He has edited Whitman, Hawthorne, Faulkner, Hemingway, and Scott Fitzgerald.

7. LAW, FREEDOM, AND HUMAN ACTION IN HISTORY--Sidney Hook. Mr. Hook is chairman of the Philosophy Department at Washington Square College, New York University. He has written extensively in many fields, on Karl Marx, social myths and democracy, the hero in history, and education for modern man.

8. THE LIVELY ARTS AND THE GREAT AUDIENCE--Gilbert Seldes. Since the publication of his first book on the subject of the popular arts some years ago, Mr. Seldes has been interpreting the radio, television, and motion pictures. From 1937 to 1945 he was director of television for the Columbia Broadcasting system. As a newspaper correspondent and as one of the editors of Collier's and the Dial he observed his materials with a keen eye.

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-4 (Winter-'53)

Title: THE MUSICIAN COMMENTS

Type: Interview and Music
Time: 15 :00
No.: 13 programs
Origin: WUOM
Audience: General

The purpose of the series is to give the lay audience, through the means of informal interviews and music, a kind of "inside" and highly informal view of the working world of music.

Additional program titles and information on the speakers will follow.

1. HOW LONG IS THE MUSICIAN'S HAIR?—Harold Haugh
2. THE INCREDIBLE FLUTIST—Nelson Hauenstein
3. IS WAGNER WORTH THE BOTHER?—Glenn McGeoch
4. OLD MUSIC IS JUST AS GOOD AS NEW—Louise Cuyler
5. THE CLARINET—MORE THAN A LICORICE-STICK?—William Stubbins
6. WHY IT'S FUN TO PLAY THE CELLO—Oliver Edel
7. OPERA IS HERE TO STAY—Joseph Blatt
8. THE BULL FIDDLE—IS IT A MUSICAL INSTRUMENT?—Clyde Thompson
9. HOW ANCIENT MUSICAL INSTRUMENTS SOUND—Marion McArtor

10-13 to follow

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-5 (Winter-'53)

Title: HUMANITIES LECTURE

Type: Talk
Time: 60:00
No.: 13 programs
Origin: WGBH
Audience: General

This series consists of lectures by well-known scholars on literature and related subjects in the humanities.

1. THE STUDY OF ENGLISH LITERATURE--Professor G.B. Harrison of the University of Michigan.

2. THE STUDY OF ENGLISH LITERATURE II

3. CHRISTOPHER MARLOWE AND THE ENGLISH DRAMA OF THE RENAISSANCE--Professor Harry T. Levin, Harvard.

4. MARLOWE II

5. MARLOWE III

6. MARLOWE IV

7. MARLOWE V

8. MARLOWE VI

9. SOME CULTURAL TENDENCIES IN THE TIME OF JAMES FENNIMORE COOPER--Professor Howard Mumford Jones of Harvard.

10. WILLIAM DEAN HOWELLS AND THE ROOTS OF MODERN TASTE--Professor Lionel Trilling, Columbia University.

11. THE AMERICANISM OF HENRY JAMES--Professor Ralph Barton Perry, Harvard

12. EMERSON AND AMERICAN DEMOCRACY--Professor Perry

13. POETRY AND ADVERTISING--S.I. Hayakawa, University of Chicago.

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-6 (Winter-'53)

Title: OLD BOOKS: OLD FRIENDS

Type: Talk
Time: 30:00
No.: 13 programs
Origin: WGBH
Audience: General

These half-hour talks include readings from books that have been "Old friends" to the people who talk about them.

1. Troilus and Criseyde, Chaucer.---Prof. Theodore Morrison, Harvard
2. Inferno, Dante.--Prof. John Ciardi, Harvard.
3. Panchatantra. Professor Elmer Cutts, Northeastern University
4. History of Plymouth Plantation, Bradford.-- Prof. Perry Miller, Harvard
5. Basdeker. William G. Constable, Museum of Fine Arts
6. The Way of All Flesh, Butler.--Dr. Cecilia Payne-Gaposchkin, Harvard
7. Republic, Plato.--Prof. Raphael Demos, Harvard
8. Henry VI, Shakespeare.--Rev. Carol L. Bernhardt, S.J., Boston University.
9. Letters to Theo, Van Gogh.-- Prof. George Wald, Harvard
10. Scrambles Amongst the Alps, Whymper. Dean John Burchard, Massachusetts Institute of Technology.
11. Some Experiences of an Irish R.M.---Frank O'Connor, novelist and short story writer.
12. Clemen's Huckleberry Finn.-- Carvel Collins, Massachusetts Institute of Tech nology.
13. Women in Love, Lawrence.--Mark Schorer, University of California

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-7 (Winter-'53)

Title: THE CHILDREN'S CIRCLE

Type: Music and talk for children
Time: 30:00
No.: 13 programs
Origin: WGBH
Audience: Pre-School Children

This is a series of music, stories, and talk for children of pre-school age.

"The girl who narrates the show asks the children questions about the previous show and gives the children a chance to answer and to think for themselves. She creates excellent word-pictures by making the most of word sounds be it "squishy," "slushy," "puddle," or "Stop!" She uses a lot of poetry; and most of it is there and gone without being obvious which to mind is the way poetry should be presented. Even some of her stories utilize lots of rhyme and rhythm.

"Her explanations are simple, yet very effective---she has for example, a beautiful explanation of an island, which any small child can understand. In some things, the listerner can actually participate---simple actions that don't require much material, maybe pencil and paper or merely the rug on the floor. When she says, "Let's pretend this or that...", it is very effective, because she is careful about using lots of detail to build up pictures.

"Her use of music and sound is extremely effective, too. There is a nice amont of music that is highly descriptive, i.e. , a rippling piano piece for water; some wonderful "walking" music. Much of the music is repeated effectively. There is a musical sound used for a star, that is repeated often enough that soon the music by itself stands for a star twinkling---with no words necessary. There is a nice mood about the whole show."

Marg Walton
WILL
Writer of Stories 'n Stuff

A list of programs and more promotion will follow as soon as it is received at headquarters.

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-8 (Winter--'53)

Title: CRY OF WARNING

Type: Doc.-Drama
Time: 30:00
No.: 13 programs
Origin: WKAR
Audience: General

This series of documentary programs was formerly broadcast under the title "Destination Freedom." The title stems from the fact that Paul Revere, international symbol for preparedness, is the narrator.

The series deals by means of the documentary-drama technique with such current and universal topics as the promotion of world peace and the right to own property.

More information and a list of programs will follow as soon as they are available to headquarters.

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-9 (Winter--'53)

Title: WAY BEYOND THE WEST

Type: Talk
Time: 20:00 to 25:00
No.: 13 plus
Origin: KPFA
Audience: General

WAY BEYOND THE WEST is a series of talks on Eastern philosophy by Alan Watts. The talks are informal and delivered in a witty, urbana manner. Sample titles are "About Nothing," "Origins of Mythology," and "The Unconscious Mind."

Mr. Watts is internationally famous as an author, lecturer, theologian and philosopher.

Program titles will follow.

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-10 (Winter-'53)

Title: FOLKSONGS AND FOOTNOTES

Type: Music
Time: 30:00
No1: 13 programs
Origin: WBUR
Audience: General

FOLKSONGS AND FOOTNOTES is a very unusual performance of little known folk music with commentary b y Lou Ford. Unlike the first folksong series offered the by the Network, American Folkways, FOLKSONGS AND FOOTNOTES deals with folk music all over the world not just in the United States.

Mr. Ford is a graduate of Boston University and for many years has made a hobby of collecting folk music. Much of the music appears for the first time on this program series.

Titles of the programs will follow.

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-11 (Winter--'53)

Title: REPORT FROM EUROPE

Type: Talk--comment on people, places, events
time: 15:00
No.: 13 programs
Origin: WBAA
Audience: General

The people of continental Europe today -- their daily lives, activities, interests and problems -- these are the subjects of the informal comments and recollections by a member of the Purdue University Department of Modern Languages: Professor Earle S. Randall, in the series REPORT FROM EUROPE. The series seeks to convey in an informal and entertaining manner a sense of the life, manners, and general mores of the people of Europe; to increase understanding of and appreciation for people of Europe.

The series will avoid politics, economics and history as such, and will denote rather the daily living of our friendly European neighbors--what they do and think and say about things in general and about Americans in particular.

The first four programs in this series deal with the French, their language, customs, cities and towns, and their culture. Professor Randall will speak of the dinner habits of the Parisians, the amount of work the people of Normandy and Brittany have done in rebuilding their war devastated homes, and of the soaring Gothic lines of the Cathedral at Chartres. In the following programs he will talk of Spain and of Germany.

Professor Randall is a long-time stellar performer on WBAA. He is now Acting Head, of the Dept. of Modern Languages in Purdue. He originated a course in Language pronunciation which was first tried out over WBAA before being offered in the university catalogue. He planned this series of talks before visiting Europe and thus looked at and visited many places with the thought of reporting to the radio audience.

He has made repeated visits to Europe, living and working there for a total of several years. He married a European woman, speaks several of the continental languages fluently, and knows the people intimately. From his experience with them during the war and after, he can speak with true knowledge and understanding. His comments will be supplemented by those of others in the community who have recently returned from abroad.

NAEB TAPE NETWORK

PROGRAM LIST

PROGRAM LIST

Series 53-11 (Winter-'53)

Title: REPORT FROM EUROPE

Type: Talk
Time: 15:00
No.: 13 programs
Origin: WBAA
Audience: General

France

1. A Visit to Paris
2. The Cathedral at Chartres
3. Language Customs and Writers
4. The American Army in France
5. Brittany, Normandie, and St. Malo
6. Bread, the Staff of Life

Spain

7. The Spanish Water Court
8. Granada, a visit to a Gypsy Home

Germany

9. Returning to Germany After 4 Years
10. Going to Schoolin Bremen
11. Doubling in Brass
12. Rearmament?
13. Berlin, Refugees, and Living Conditions

NAEB TAPE NETWORK

PROMOTION PROMOTION

Series 53-12 (Winter --'53)

Title: WINDOW IN THE IVORY TOWER

Type: Talk
Time: 30:00
No.: 13 programs
Origin: KWAX
Audience: General

This series of talks by Professor Alburey Castell of the University of Oregon is a series of informal talks by a philosopher on topics of his interest and knowledge which should be of interest to the radio audience. Perhaps a sample of his program titles will give you an idea of the tone of his talks---"Conversation Between Myself Aged 21 and Myself Aged 4 0," and "A Moralist Looks at Marriage."

Professor Castell is the head of the Department of Philosophy at the University of Oregon, Eugene. The University's radio station KWAX, originated this series.

Program titles will follow as they are received at headquarters.

Dr. Castell has previously appeared on the Network in his show "Invitation to Read."

the National Association of Educational Broadcasters

The National Association of Educational Broadcasters, incorporated as a non-profit organization, is composed of institutions, school systems, groups and individuals who are engaged in non-commercial educational broadcasting through their own institutionally-owned AM, FM, or Television stations, or through the facilities of commercial stations.

NOW—
THE SECOND SERIES IN

"the ways of MANKIND"

"The Ways of Mankind" is produced by the NAEB under the terms of a grant from the Fund for Adult Education, established by the Ford Foundation. The grant was administered by Mr. Ralph Lowell at the direction of the Adult Education Committee of NAEB, consisting of George Probst, Director, University of Chicago Roundtable, Chairman; Richard B. Hull, Director of Station WOI-AM-FM-TV, Iowa State College; H. B. McCarty, Director of Station WHA and the Wisconsin State Network; Seymour N. Siegel, Director of Station WNYC, City of New York; Parker Wheatley, General Manager of Station WGBH, Boston. Program coordinator for all series is William Harley of Radio Station WHA, Madison, Wisconsin.

WNYC

MUNICIPAL BUILDING
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"THE WAYS OF MANKIND"
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NOW A SECOND SERIES

"the ways of MANKIND"

thirteen half hour radio programs on

Like the famous first series of this name, this is a fascinating exploration into the origin and development of cultures, customs and folkways in various parts of the world . . . an analysis of the cultural rather than the biological basis for the variations of behavior between one people and another . . . an attempt to understand the ways of other peoples so that we can **get along** with them, **live** with them, **think** with them, **grow** with them.

Written by Lister Sinclair, Charles Israel and Walter Newman. Project supervised by PROFESSOR WALTER GOLDSCHMIDT, of the University of California. Special consultants were: Colin McPhee, Professor Alfred L. Krolber of the University of California, Professor E. Adamson Hoebel of the University of Utah and Miss Claire Holt. Margaret Mead of the American Museum of Natural History advised on planning. Produced and Directed by Andrew Allan, of the Canadian Broadcasting Corporation. Music arranged by Lucio Agostini.

SERIES ON LAW AND JUSTICE:

- THE CASE OF THE BORROWED WIFE (ESKIMO)
- THE CASE OF THE BAMBOO-SIZED PIGS (IFUGAO)
- THE REPENTANT HORSE THIEF (CHEYENNE)
- LION BITES MAN (BA-I LA)
- THE FORBIDDEN NAME OF WEDNESDAY (ASHANTI)
- LAYING DOWN THE LAW (SUMMARY)

SERIES ON THE YUROK INDIAN CULTURE:

- THE LIFE OF A YUROK
- THE RELUCTANT SHAMAN
- THE SEA-MONSTER AND THE BRIDE
- WORLD RENEWAL

SERIES ON BALINESE CULTURE:

- THE ISLE IS FULL OF VOICES
- THE COMING OUT
- THE FIGHTING COCK REFRAIN

MEMORANDUM: TC ALL MEMBER-STATIONS OF THE NAEB
FROM: SEYMOUR N. SIEGEL

Herewith are copies of suggested releases for 10 of the 13 programs which constitute the second series of the WAYS OF MANKIND. These releases may be rewritten completely, if you so desire.

The best way to make use of these is to mimeograph or duplicate each release - after filling in your Station call letters, and the time, day and date that the program is to go on the air. These should be mailed to all the radio and newspaper editors in your area at least 10 days or two weeks before air time.

You might use the extra copies and send them directly to some of the important people in your institution, and your community.

Please note that the use of term "Release Number 1" should not appear on your own copy.

We would be delighted to hear from you as to how you are making use of this audience-building aid.

encs.

FROM: RADIC STATION WXXX (RELEASE #1)
ADDRESS
PHONE FOR RELEASE: (DATE)

WIFE-STEALING WAS A PROBLEM EVEN WITH ESKIMOS, NAEB FINDS

Even the crude and leaderless early Eskimos had their problems of law and justice, and their own primitive ways of solving them, according to "The Case of the Borrowed Wife", initial program in the new National Association of Educational Broadcasters series on "The Ways of Mankind".

As an adult education project of the NAEB, the "Borrowed Wife" program is the first of a subseries of six presentations on Law and Justice, a group which in turn is part of the second "Ways of Mankind" series of thirteen half-hour broadcasts. The entire new series, like the first "Ways of Mankind" series which preceded it, is designed to show how human being live together in different times and places.

"The Case of the Borrowed Wife", which tells how an Eskimo husband sought satisfaction when a bachelor friend made off with one of his two wives, will be heard over Radio Station -- (Name) -- on (date) -- at -- (time). Walter Goldschmidt of the University of California was project director for the broadcast, as for the entire series, with the opening program written by Lister Sinclair and produced by Andrew Allan.

The narrative of the initial broadcast tells how Kaakajik, Stone Age Eskimo, has no tribe-leader or system of authority to which he can appeal when his friend Kooitse lures away Tupaaja, one of Kaakajik's two wives. Though Inik, the second wife, remains faithful, Tupaaja is fascinated by the glamor of the successful hunter, Kooitse, contrasting with the frequent failures and frustrations of Kaakajik.

The radio listener hears how Kaakajik, without any court, law or established code of ethics to guide him, takes matters into his own hands under primitive concepts of law and justice. The drama unfolds to show how even in this settlement, the outraged husband is dogged by the same apparent failures and frustrations that blunted his harpoon on the walrus-hunt.

###

FROM: RADIO STATION WXXX (RELEASE #2)
ADDRESS
PHONE FOR RELEASE: (DATE)

IFUGAO INDIANS PAID OFF DEBTS WITH PIGS, NAEB PROGRAM SAYS

Debts had to be paid even among the Ifugao Indians of the Northern Philippines "many years ago, before the white men took to discouraging head-hunting among their people, and made it so much harder for a young man (Ifugao) to improve his position in society".

The payment of just debts -- after the determination of what just debts really were -- is the problem of law and justice forming the theme of the second program in the "Ways of Mankind" series of thirteen half-hour broadcasts produced as an adult education project by the National Association of Educational Broadcasters.

Entitled "The Case of the Bamboo-sized Pigs", the forthcoming program will be heard on -- (date) -- at -- (time) -- over Radio Station -- (name).

The new "Ways of Mankind" series, for which Dr. Walter Goldschmidt of the University of California was project director, is the second under this general title produced by the NAEB. The first six programs constitute a subseries on Law and Justice, with two other subseries accounting for the remaining broadcasts. The "Bamboo-sized Pigs" program, one of the Law and Justice subseries, was written by Lister Sinclair and produced by Andrew Allan.

Dr. E. Adamson Hoebel, Professor of Anthropology and Dean of Letters and Science at the University of Utah, served as special consultant for the Law and Justice subseries.

When debts were incurred among the Ifugao Indians, the obligations had to be met. These early people felt that an insult sometimes wiped out an insult, just as a death sometimes wiped out a death. The proper payment of reparation, however, wiped out everything. If they could only determine and agree upon what proper payment was!

Skillfully and with expert dialogue, the new program on the Ifugao tells how the debt was contracted, how it pyramided and how it nearly became a cause of bloodshed among a people who attempted to avoid unnecessary fighting. Currency in the case consisted of bamboo-sized pigs. Once the proper settlements were made, all was well again. From that day on, there was peace.

###

(RELEASE #4)

FROM: RADIO STATION WXXX
ADDRESS
PHONE

FOR RELEASE: (DATE)

PRIMITIVE LAW IS EXPOUNDED IN NAEB'S "LION BITES MAN".

"Lion Bites Man", latest in the second "Ways of Mankind" series produced as an adult education project by the National Association of Educational Broadcasters, is a half-hour program exploring a primitive method of practicing law as done by the early Ba-Ila tribe in Northern Rhodesia in the heart of Africa.

Presented under the supervision of Dr. Walter Goldschmidt, anthropologist of the University of California, the new offering will be heard at -- (time) -- on -- (date) -- over Radio Station -- (name). Lister Sinclair wrote and Andrew Allan produced "Lion Bites Man" which is one of a subseries of six programs on Law and Justice which in turn is part of the over-all "Ways of Mankind" series.

Special consultant for the Law and Justice subseries was Dr. E. Adamson Hoebel, Professor of An thropology and Dean of letters and Science at the University of Utah.

The story of "Lion Bites Man" details how Shako, a successful lion hunter of the Ba-Ila tribe, sought satisfaction when he suffered an arm-wound fighting a lion while Shako was defending cattle belonging to his friend Nabotu. Shako argued, and first tried to prove on a man-to-man and tribe-to-tribe basis, that Nabotu owed him "damages" for the arm wound.

Unsuccessful in his quest, Shako made a case-at-law of the affair, taking his argument before the Chief of the Tribe, who sat as judge. But here Shako had to be represented by "counsel", an elder of the tribe. Indeed, Shako won his case and a "court award" of three calves. But his victory was an empty one, for the "attorney" took two of the calves as his fee .

"Never employ a representative", says one of the moralist members of the tribe, at the conclusion of the program, "for he may get more out of the case than you do. The fearsomeness of the anthill is the long grass upon it; it may hide a leopard. No man knows what he will find in the law until he steps into it."

###

FROM: RADIO STATION WXXX (RELEASE #5)
ADDRESS
PHONE FOR RELEASE: (DATE)

ASHANTI CHIEF WIELDED POWER BY PEOPLE'S WILL, NAEB FINDS

In ancient days, all the land of the Gold Coast of Africa was divided into territories. Over every territory the Ashanti people had placed their chief, who, with the inspiration of his ancestors, dispensed even-handed justice. He praised some and blamed others, ordering some to pay and others to be killed. The spirit of the Ashanti was strong in those days.

Ashanti justice and the method of its administration form the theme for "The Forbidden Name of Wednesday", newest in the second radio series on "The Ways of Mankind", thirteen half-hour broadcasts produced as an adult education project by the National Association of Educational Broadcasters.

"The Forbidden Name of Wednesday", for which Dr. Walter Goldschmidt of the University of California was project director, will be heard over Radio Station -- (name) -- on -- (date) -- at -- (time). This broadcast is one of a subseries of a six on Law and Justice. The entire "Ways of Mankind" series is designed to show how people live together in different times and places.

Special consultant for the Law and Justice subseries was Dr. E. Adamson Hoebel, Professor of Anthropology and Dean of Letters and Science at the University of Utah. The "Forbidden Name" broadcast was written by Lister Sinclair and produced by Andrew Allan.

The entire broadcast tells how it was in the old days of the Ashanti, when a private quarrel between two men, of interest only to themselves, might, by the swearing of forbidden names, be made a quarrel in which the entire tribe took an interest. Once the tribe entered the picture, the entire fracas was settled by the chief, through due procedure of Ashanti law and by the will of the people.

Also, once the tribe became interested, fees had to be paid, for the court and its "attendants" had to be supported. "When a chief is going to compel you to do something, a "court official" says at the conclusion of the broadcast, "he does so by the authority of the people".

###

FROM: RADIO STATION WXXX (RELEASE #7)
ADDRESS
PHONE FOR RELEASE: (DATE)

NAEB AVERS YUROKS LIVED MUCH LIKE US

With "The Life of a Yurok", the National Association of Educational Broadcasters brings to its listeners the first of four programs prepared to offer each hearer the experience of living as the Yurok Indians of Northern California lived within their stone-age culture. The set of four Yurok broadcasts is part of the second "Ways of Mankind" series which the NAEB is presenting as an adult education project.

Written by Charles Israel, produced by Andrew Allan, and with Dr. Walter Goldschmidt of the University of California as project director, "The Life of a Yurok" will be heard at -- (time) -- on -- (date) -- over Radio Station -- (name).

For the series of four presentations on the Yurok, Alfred L. Kroeber, Professor Emeritus of Anthropology of the University of California, acted as special consultant.

In their Northern California home, the Yurok Indians lived along the banks of a beautiful mountain river, teeming with salmon. Acorn, deer and other products of the forest were part of their daily fare. These Indians, who lived in hand-hewn plank houses clustered together into small villages, had a way of life which in some ways was like our own and in some ways was different.

They sought wealth, which was a measure of importance, but this wealth was largely connected with their religion. Men loved their wives, whom they bought with sea-shell money. These Indians worked hard, for work was a virtue. Like people everywhere, they suffered sickness and death, and cured their sick as best they could by the magical powers of their doctors.

People everywhere have developed their own way of life to meet the needs of their particu lar time and place. But, as "The Life of a Yurok" seeks to show, people live in terms of their culture. They love and hate, feel anxiety and pride, are born and die. And so, in this truly Indian story, the radio listening public is taught to understand, as anthropologists understand, the life of a Yurok.

###

FROM: RADIO STATION WXXX (RELEASE #8)
ADDRESS
PHONE FOR RELEASE: (DATE)

YUROKS TREATED WOUNDS WITH POULTICES, THOUGHT EVIL SPIRITS CAUSED DISEASE

- - - - - - - - - - - - - - - - - - - -

While the early Yurok Indians of Northern California were much like us, in many ways they were different, and nowhere is this difference greater than in their medical practice, according to the anthropological study which forms the basis for "The Reluctant Shaman, A Study in Yurok Culture", a radio program in the second "Ways of Mankind" series presented by the National Association of Educational Broadcasters as an adult educatin project.

The new program, one of four designed to tell something of the stone-age culture of the Yurok Indians, will be heard over Radio Station -- (name) -- at (time) -- on -- (date). With Dr. Walter Goldschmidt of the University of California as project director, the newest program was written by Charles Israel and produced by Andrew Allan. Special consultant was Alfred L. Kroeber, Professor Emeritus of Anthropology at the University of California.

As the narrative of the newest Yurok story unfolds, the radio listener hps impressed upon him that death and illness face humans everywhere, and all cultures provide attempts to cure the sick. It is dhown that the Yurok treated wounds with Poultices, but believed disease to be caused by evil spirits.

The shaman was their doctor, who sucked outthe evil spirits. She -- the Shaman was always a woman -- had to have a special calling, special powers and special training in the magic of her profession. Understanding and psychology had to be her true tools, along with faith.

In some cases, the psychology was clear, for then the disease could be recognized as based on guilt. Through the radio story of "The Reluctant Shaman", the radio listener follows the story of how one young woman became a shaman - fight as she would against the calling -- and then went on to become an adept and successful practicer of her profession.

###

FROM: RADIO STATION WXXX (RELEASE #9)
ADDRESS
PHONE FOR RELEASE: (DATE)

NAEB RELATES A YUROK "HORATIO ALGER" TALE

The Yurok Indians of Northern California believed that any person could get ahead if he worked hard, kept trying and did not let pleasure interfere with his objectives. This belief was a point of similarity of the Yurok in his stone-age culture to our philosophy today.

In "The Sea-Monster and the Bride, A Study in Yurok Culture", a one-half hour broadcast in the thirteen week second series on "The Ways of Mankind", the National Association of Educational Broadcasters tells a true "Horatio Alger" story of a boy winning a girl through bravery and persistence.

Produced as an adult education project, "The Sea-Monster and the Bride" will be heard over radio station-- (name) -- at -- (time) -- on -- (date). Within the framework of the "Ways of Mankind" series, this new program is one of a set of four presentations designed to offer the radio listener the experience of living as the Yurok Indians did in earlier times.

Alfred L. Kroeber, Professor Emeritus of Anthropology of the University of California, was special consultant for the four-program Yurok subseries. Dr. Walter Goldschmidt, anthropologist of the University of California, supervised production of the entire "Ways of Mankind" series. Charles Israel wrote "The Sea-Monster", and Andrew Allan produced it.

In a short narrative opening the new broadcast, Dr. Goldschmidt explains that the Yurok had their own stories of personal victories through pluck and luck, and "The Sea-Monster and the Bride", told as a true story, is one of them. The Yurok Indians also believed in romantic love.

"Many peoples marry according to kinship, convenience or pre-arrangement; not so the Yurok", Dr. Goldschmidt says. They fall in love with a one-and-only -- despite the fact that they must pay the price in money. We will find in this story a familiar pattern of behavior -- though hedged about by different customs -- just because the Yurok feels about marriage, success and virtue very much as we do".

###

FROM: RADIO STATICN WXXX (RELEASE #10)
ADDRESS
PHONE FOR RELEASE: (DATE)

NEW PROGRAM DRAWS PARALLEL'S IN NAEB'S "WORLD RENEWAL"

The Yurok Indians, living a rich life in the small villages along the banks of the Klamath River of Northern California, believed that sins formed a cloud of pestilence and that they must perform a ten-day dance or World Renewal ceremony to drive back this miasma of sin.

A story of how these early people sought within the beliefs and framework of their stone-age culture to drive back evil and keep from constant open tribe-warfare is unfolded in "World Renewal", a new half hour broadcast presented as an adult education project by the National Association of Educational Broadcasters.

"World Renewal", written by Charles Israel and produced by Andrew Allan, is part of the NAEB second series on "The Ways of Mankind". The program, which also is the last of four presentations devoted to a study of Yurok culture, will be heard at -- (time) -- on -- (date) -- over radio station -- (name).

Dr. Walter Goldschmidt, anthropologist of the University of California, served as project director for the entire "Ways of Mabkind" series, and Alfred L. Kroeber, Professor Emeritus of Anthropology of the University of California, was special consultant for the four programs on the Yurok.

As we learn in this final Yurok program, these early Indians were a proud people, tense andrestrained. They were anxious to be well thought of. But pride can lead to suspicion and this in turn to quarrels. The Yurok took no insult lightly, were not a peaceful people. Nor could they live up to the strict rules of conduct their culture demanded. Sins were committed.

So all was tense during the ceremonies of World Renewal, as radio listeners will learn from this description of one. All was tense in the remembrance of hatreds and sins that made the ceremony necessary, tense in the rivalry that existed in the display of wealth by the rich, tense in the fear that some fresh outbreak might prevent the purpose of the dance.

To the radio listener will be pointed out that perhaps these early people, primitive though they were, had a glimpse of the truth. For preserving the ritual meant successful cooperation and the resolution of conflicts. This indeed might be an eternal secret, for all time and ages, of World Renewal.

###

FROM: RADIO STATION WXXX (RELEASE #12)
ADDRESS
PHONE FOR RELEASE: (DATE)

WEST AND EAST BLEND ON BALI ISLE, NAEB SAYS

On the Island of Bali, the Western world of imagination and the Eastern world of reality meet and blend. For Bali has the sound and fragrance, the beauty and the people of our traditional South Sea Island. The island is never silent, for the Balinese love music more than anything else -- except perhaps a cockfight -- and somewhere an orchestra is always at practice on a xylophone, flutes and stringed instruments.

Such is the setting for "The Coming Out", the second of three radio programs prepared to offer the listener the experience of living as the people of Bali live within the framework of their traditional culture. The three Bali programs will be the final broadcasts in the over-all second series on "The Ways of Mankind" presented as an adult education project by the National Association of Educational Broadcasters.

"The Coming Out", written by Walter Newman and produced by Andrew Allan, will be heard over Radio Station -- (name) -- at -- (time) -- on -- (date).

For the series on Bali, Colin McPhee selected and made available the recorded music from the Island of Bali and acted as special consultant on the script. Miss Claire Holt served as consultant. Margaret Mead of the American Museum of Natural History advised on planning the Bali scripts.

The new broadcast presents the simple story of a young Balinese wife expecting a child. We must push beyond the pageant of tropical market and stone temple and examine the Bali of every-day life, we are advised in an introductory narrative by Dr. Walter Goldschmidt, anthropologist of the University of California, who supervised the "Ways of Mankind" series.

"To the Balinese", Dr. Goldschmidt says, "this island is no exotic place, but the very center of the world. People are born and die, families live their lives within walled compounds, men go the rice fields to work, share for share with their neighbors, they propitiate gods and ward off evil; they love, they fear, they hope, they cherish. Now we learn just what they feel and how they express these feelings."

###

FROM: RADIO STATION WXXX (RELEASE #13)
ADDRESS
PHONE FOR RELEASE: (DATE)

MUSIC INTERWOVEN INTO LIFE OF BALINESE, NAEB EXPLAINS

The meaning that music and their own native orchestras have for the people of the Island of Bali is explored in "The Fighting Cock Refrain", a broadcast which concludes the second "Ways of Mankind" thirteen weeks' series presented as an adult education project by the National Association of Educational Broadcasters.

One of a subseries of three programs devoted to the Balinese and their culture, "The Fighting Cock Refrain" will be heard at -- (time) -- on -- (date) -- (name).

Dr. Walter Goldschmidt, Associate Professor of Anthropology and Sociology at the University of California, supervised the entire Ways of Mankind series. For the Balinese scripts, Colin McPhee collected and made available recorded music from the Island of Bali. Consultants included Miss Claire Holt and Margaret Mead of the American Museum of Natural History. Walter Newman wrote "The Fighting Cock Refrain" and Andrew Allan produced it.

The story of "The Fighting Cock Refrain" tells how a Balinese musician falls into disgrace through divulging secrets to the musicians of a rival village, but even at the height of his humiliation jubilantly plans a musical "comeback".

Life for the Balinese peasant is lived largely within his village. His village is governed by a council of all married men, who apply the traditional regulations to preserve order and maintain the cooperation necessary for irrigating and working their rice fields.

Very nearly every village, too, has its orchestra club, the pride and focus of its social life. To the Balinese, the love of music is the love of playing it, and night after night they will practice out of sheer pleasure, until without notation they can create and reproduce intricate symphonic masterpieces. "The Fighting Cock Refrain" seeks to give a true understanding of the meaning that music and their orchestras have for the people of the Island of Bali.

###

STATION KSLH (91.5 M.C.)
ST. LOUIS PUBLIC SCHOOLS

DIVISION OF AUDIO-VISUAL EDUCATION
1517 SOUTH THERESA AVENUE

VISITONS MIMI

Series I

First Year French

Grade 2

NOTE TO NAEB STATIONS

The broadcasting of foreign language programs to elementary schools is in the experimental stage in St. Louis. VISITONS MIMI was begun in fall 1953.

As a result of thorough evaluation of the first semester's broadcasts the St. Louis foreign language radio planning committee strongly recommends that VISITONS MIMI, series I, be used as suggested by teachers now using it. This means that each program is to be broadcast during two consecutive weeks. (In St. Louis VISITONS MIMI can be heard at five different times within the weekly schedule.)

This arrangement of broadcasting the same program for two weeks permits pupils to hear the lesson at least twice; it results in better learning and reduces the burden of drill for the classroom teacher.

Used as recommended, the series of fourteen programs covers the entire year of instruction. A Christmas program is included as an extra between lessons VI and VII; it can, however, be used elsewhere if convenient or be omitted entirely.

Programs in this series are each 14:30 minutes in length, exclusive of the opening and closing KSLH announcements.

Opening cue: This is KSLH, your school station in St. Louis.
Closing cue: VISITONS MIMI originates in the studios of KSLH, the Board of Education station in St. Louis.

In St. Louis we plan to make the following live announcement after certain programs.

Live announcement: And now may I remind the teachers who are using this series that each program is being broadcast for two consecutive weeks.
Please let us know your reactions to this experiment.

VISITONS MIMI

Elementary French

Series I

Grade 2

Foreword

This series of fourteen programs is designed to introduce to the boys and girls of the second grade a few simple, everyday things in the French language and about France.

The introduction of foreign language instruction in the elementary schools of our nation is receiving wide acceptance. The following quotation is from a speech by Earl J. McGrath, who was until recently United States Commissioner of Education.

"The United States is, whether we like it or not, in a position of world leadership. If it is to discharge its responsibilities wisely and well, our citizens must understand other peoples and other cultures. To gain such understanding many Americans must command a knowledge of other languages. If they are to acquire these language skills, our school system must provide opportunity, beginning in the early grades, for many children to study other tongues."

Submitted by the Members of the Foreign Language
Radio Planning Committee:

Martha Casey, Bryan Hill, Chairman
Frances N. Merwin, Stix
Caroline Moreell, Beaumont High School
Samuel Oliveri, Harris Teachers College
Ralph Perry, Harris Teachers College
Juanita Randall, Michael
Ruth Stephens, Gundlach

Most KSLH series are planned by Radio Planning Committees and are based on the Courses of Study of the St. Louis Public Schools. They are designated for specific grade levels; however, this does not preclude their use in other grades if they contribute something worthwhile to the listeners.

Elementary French

Series Title: VISITONS MIMI...Let's Visit Mimi

vee-zee-TON(G) mee-MEE

Musical Theme: AU CLAIR DE LA LUNE...By Moonlight
(In the light of the moon)

oh-CLARE-duh-la-LOON (Think LOON, say LEEN)

French Folksong

French words and phrases are given in this handbook in their correct French spelling and approximate pronunciation. It is, of course, difficult to give a true English equivalent for French sounds. In order to approximate sounds peculiar to the French language we have put some letters within parentheses, to be thought of but not pronounced.

The approach for this series is entirely aural. It is planned that no written French be used by the class. The handbook is for teachers only. It is NOT intended that word lists be presented to pupils before the broadcasts.

A factor of prime importance is good reception. Because of the amount of participation involved, it is suggested that the pupils be seated in a group close to the radio.

HANDBOOK SYMBOLS

Words in LIST 1 are the essential words to be learned by the class during the lesson.

Words in LIST 2 are supplementary; they are used in the lesson but are not emphasized at that point.

Pronunciation: Capitalized syllables are to be stressed slightly. Letters within parentheses are to be thought of but not pronounced.
ZH is to be pronounced like Z in "azure".
oo/ee is to be pronounced by setting lips to say oo, at same time saying ee.

TO THE TEACHER WHO DOES NOT KNOW FRENCH:

The committee has sought to make this series easy, even though the handbook may look disturbingly peculiar to you. Every phrase reappears many times.

As lessons proceed, the first tune is modified and adapted to fit new phrases. Frère Jacques, once learned, is used many times, since, with its repetitive phrasing, it allows the class to imitate what the radio teacher sings without upsetting the natural arrangement of the song. The musical theme of the series, Au Clair de la Lune, is learned not for the French phrases but because children like to be able to sing their radio program theme.

Don't expect too much...of yourself, of all the boys and girls, of the series! The committee, however, feels confident you will be a little surprised at the ease with which many of the young children learn French. Although this series is designed for grade 2, we leave it to the discretion of the teacher whether or not it may be used in other grades. We have found that some first grades do very well, indeed.

Please feel free to write us your questions, criticism and comments.

VISITONS MIMI is just a first step toward familiarity with the French language and better understanding of the French people.

PROGRAM I

BONJOUR! bon(g)-ZHURE

Good Day!

LIST I

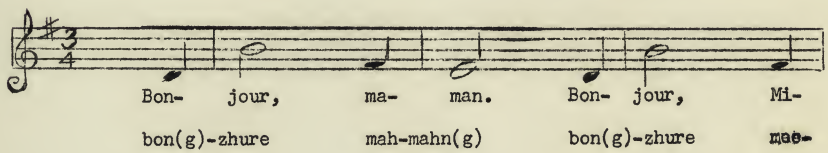
Bonjour	bon(g)-ZHURE	Good day. Hello.
Michèle	mee-SHELL	Girl's name; no English equivalent.
Mimi	mee-MEE	Diminutive for above.
Maman	mah-MAHN(G)	mama
Papa	pa-PA	papa
Comment allez-vous?	kuh-MAHN(G)-tahl-lay-VOO?	How are you?
Très bien, merci.	tra(y)-B'YEN(G) mare-SEE	Very well, thank you.
Mademoiselle abbreviated Mlle.	Mad-mwa-ZELL	Miss
Jeannette	zha-NETT	Jeannette

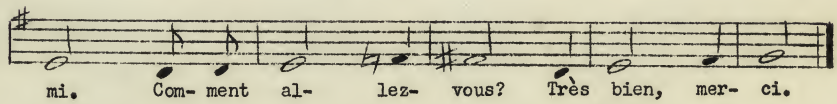
LIST 2

Visitons Mimi	vee-zee-TON(G)-mee-MEE	Let's visit Mimi
La Belle France	la-BELL-FRONSS	Beautiful France
Paris	pa-REE	Paris
Mes enfants	maze-on(g)-FON(G)	boys and girls - literally: my children

NOTE: Boys and girls will be urged to respond each week as follows:

Radio Teacher: Bonjour, mes enfants.
bon(g)-ZHURE maze-on(g)-FON(G)
Class: Bonjour, Mademoiselle Jeannette.
bon(g)-ZHURE mad-mwa-ZELL-zha-NETT
Radio Teacher: Comment allez-vous?
kuh-MAHN(G)-tahl-lay-VOO?
Class: Très bien, merci.
tra(y)-B'YEN(G) mare-SEE

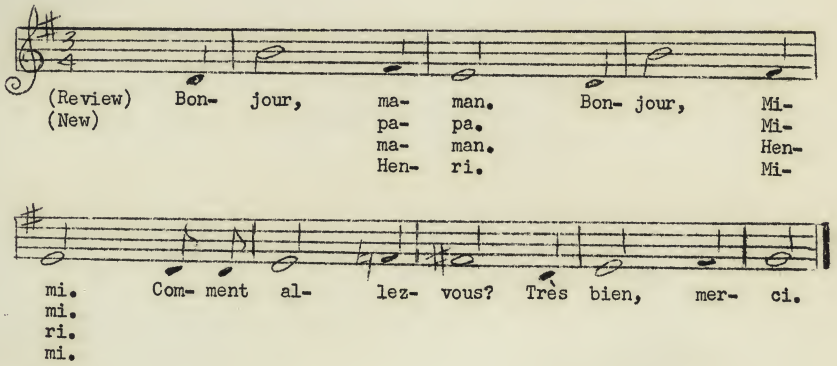




PROGRAM II

OUI OU NON! WEE ooh-NON(G)

Yes or No!



LIST 1

Henri	on(g)-REE	Henry
Oui, Mlle.	WEE mad-mwa-ZELL	Yes (The French do not use
Non, Mlle.	NON(G) mad-mwa-ZELL	No (these without a name or (title.
Que dites-vous?	kuh-DEET VOO?	What do you say? (What say you?)

LIST 2

Jacques	zhak	James
Jeanne	zhann	Jane, Jean, Joan, Joanne
Anne	ahnn	Anne

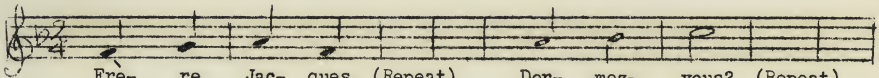
NOTE: The "Bonjour" song may be used as an action song:
Girl walks over to boy..."Bonjour, Henri"
Boy makes slight bow....."Bonjour, Mimi"
They shake hands....."Comment allez-vous?"
Boy bows again....."Très bien, merci"

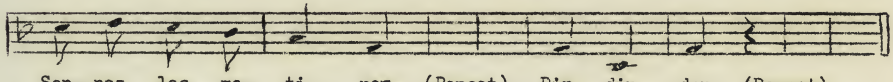
The "Yes or No" game in this lesson is easily adapted to many situations. The leader is the classroom teacher (called Mademoiselle your teacher) or a pupil.
The leader says:
If I say it's raining, QUE DITES-VOUS?
If I say this is a picture of a patrol boy, QUE DITES-VOUS?
If I say a nickel is a dime, QUE DITES-VOUS?
The class answers:
OUI, MADEMOISELLE...or...NON, MADEMOISELLE

PROGRAM III

VOICI MON ÉCOLE — vwah-see-moan-nay-KOLL

Here's My School



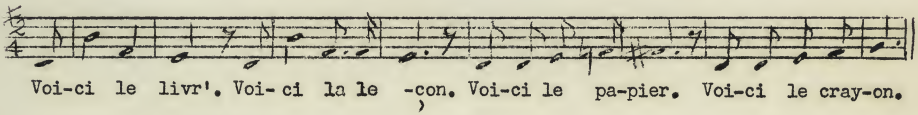


LIST 1

Voici mon école.	vwah-see-moan-nay-KOLL	Here is my school.
Voici	vwah-SEE	Here is
le livre	luh-LEEVR	the book
la leçon	lahl-uh-SON(G)	the lesson
le papier	luh-pap-P'YAY	the paper
le crayon	luh-kray-ON(G)	the pencil

LIST 2

Écoutez bien!	ay-koo-tay-B'YEN(G)	Listen well!
en France	on(g)-FRONSS	in France



NOTE: The teacher will be asked to hold up during the program a book, a lesson, a piece of paper and a pencil.

PROGRAM IV

S'IL VOUS PLAÎT seel-voo-pla(y)

Please!

LIST 1

S'il vous plaît	seel-voo-pla(y)	please
donnez-moi	dun-nay-mwah	give me
à l'école	a-lay-KOLL	at school
Écoutez	ay-koo-TAY	Listen!

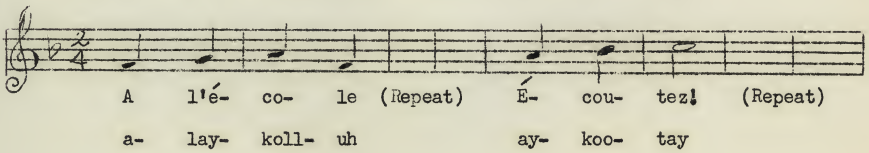
LIST 2

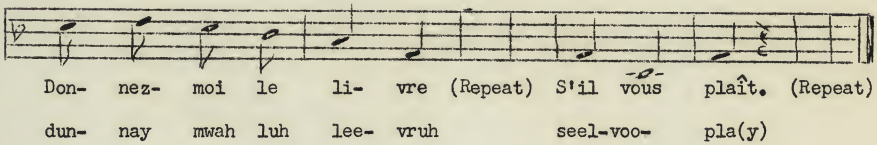
Voici mes enfants	vwah-see maze-on(g)-FON(G)	Here are my boys and girls.
Robert	roh-BARE	Robert, Bobby
Marie	ma-REE	Mary, Marie

NOTE: Children will be asked to go to the teacher's desk, pick up a book, a pencil, or a piece of paper and give it to the teacher. The teacher is asked to choose someone, in each case, with the name mentioned or someone to play the part if there is no one who has that name.

Three times a book will be handed to the teacher; twice, a pencil; once, a piece of paper.

NOTE: A chart or picture book of things the pupils learn in French is suggested in this lesson. Pictures cut out and pasted on chart, cards or in a notebook will be helpful in games and in review work.

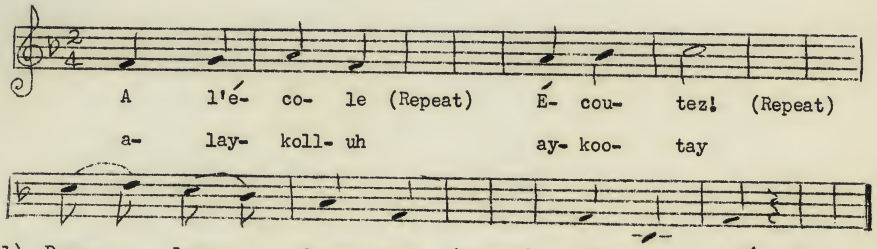




PROGRAM V

PARLEZ FRANÇAIS par-lay-fron(g)-sa(y)

Speak French!

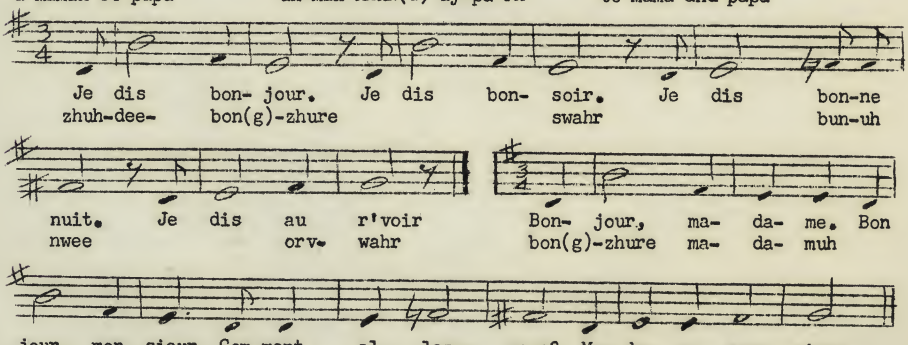

A l'é- co- le (Repeat) É- cou- tez! (Repeat)
a- lay- koll- uh ay- koo- tay
1) Par---- lez---- fran- çais (Repeat) s'il vous plaît (Repeat)
par---- lay fron(g)-sa(y) seel- voo- pla(y)
2) Oh----- ré----- pé- tez
oh----- ray---- pay- tay

LIST 1

Parlez français!	par-lay-fron(g)-SA(Y)	Speak French.
Bonsoir	bon(g)-SWAHR	Good evening
Bonne nuit	bun-NWEE	Good night
Au revoir	orv-WAHR	Goodbye (till we meet)
Madame	ma-DAM	Mrs. or Madam
Monsieur	muh-S'YUH	Mr. or Sir
Répétez, s'il vous plaît	ray-pay-tay-seel-voo-PLA(Y)	Please repeat

List 2

en français	on(g)-fron(g)-SA(Y)	in French
je dis	zhuh-DEE	I say
Comment?	kuh-MAHN(G)	How?
à maman et papa	ah-mah-MAHN(G) ay-pa-PA	to mama and papa


Je dis bon- jour. Je dis bon- soir. Je dis bon-ne
zhuh-dee- bon(g)-zhure swahr bun-uh
nuit. Je dis au r'voir Bon- jour, ma- da- me. Bon
nwee orv- wahr bon(g)-zhure ma- da- muh
jour, mon- sieur. Com-ment al- lez-- vous? Ma- da- me, mon- sieur.
muh-s'yuh kuh-mahn(g)- tahl- lay- voo ma- da- muh muh-s'yuh

PROGRAM VI

ATTENTION! a-tawn-s'yon(g)

Attention!

LIST 1

Attention!	a-tawn-s'yon(g)	Be careful! Look out!
Levez-vous.	luh-vay-VOO	Get up. Stand up.
Taisez-vous.	TEZZ-ay-VOO	Be quiet. Stop talking.
Asseyez-vous.	as-say-yay-VOO	Sit down.

NOTE: Pupils will rise, speak, sing, be quiet, and sit down according to directions during this lesson.

SONG: To be sung to FRÈRE JACQUES:

O attention!
Taisez-vous!
Levez-vous, mes enfants.
Asseyez-vous.

NOTE: Gestures can aid the learning process when used with these commands and with other phrases, too; for example:

Hold finger to lips for TAISEZ-VOUS!

Hold hand to ear for ÉCOUTEZ!

Rest head on hands for DORMEZ-VOUS?

EXTRA PROGRAM

JOYEUX NOËL! — zhwah-yuh(r) no-ELL

Merry Christmas!

LIST 1

Joyeux Noël et Bonne Année!	zhwah-yuh(r) no-ELL ay bun an-NAY	Merry Christmas and Happy New Year!
à tout le monde	a-tool-mon(g)d	to everybody
(le) Père Noël	(luh) pare no-ELL	Father Christmas
le cadeau	luh ka-DOH	gift
de beaux cadeaux	duh bo ka-DOH	fine gifts
Sois sage!	swah sahzh	Be good!
l'arbre de Noël	larbr duh no-ELL	Christmas tree
Oh, que c'est beau!	oh kuh sa(y) bo	Oh, it's beautiful!
Oh, il est joli!	oh eel eh zho-lee	Oh, it's pretty!
les bas de Noël	lay bahd-no-ELL	Christmas stockings
les sabots	lay sah-bo	wooden shoes
l'ange	lahnzh	angel
l'étoile	lay-TWAHL	star
au ciel	oh s'yell	in the sky
la crèche	la KRESH	manger scene
le petit Jésus	luhp-tee-jay-ZOO ZEE	Little Jesus
chantez	shahn-tay	Sing!

SONG: To the BONJOUR tune:

Noël! Noël!
L'étoile au ciel.
A tout le monde
Joyeux Noël!

Noël! Noël!
Chantez! Chantez!
Joyeux Noël
Et Bonne Année!

Mimi's greeting: A tous mes amis Joyeux Noël et Bonne Année!
(to all my friends)

To Mimi for us the little girl says:
Pour tous mes amis, Michèle, Joyeux Noël et Bonne Année!

PROGRAM VII

CHERCHEZ! share-shay

Look for (it)!

LIST 1

Cherchez	share-shay	Look for!
la table	la TAHBL	the table
la chaise	la SHEZZ	the chair
Touchez	too-shay	Touch!
Mouvez	moo-vay	Move!
beaucoup	bo-KOO	very much

LIST 2

Thomas	toh-MAH	Tom, Tommy
Lucie	loo-SEE lee	Lucy
Louise	lweez	Louise
Julie	zhoo-LEE zhee	Julie
Charles	sharl	Charles
Donnez le livre à Mlle.	dun-nay-luh-LEEVR ah-MAD-mwa-ZELL	Give the book to Mlle.

NOTE: For practice the following lines are sung to the BONJOUR tune:

Cherchez la table.	Cherchez la chaise.
Touchez la table.	Asseyez-vous.
Mouvez la table.	Mouvez la chaise.
Merci beaucoup.	Merci beaucoup.

GAME: CHERCHEZ!

Use pictures on chart or cards. A point score may be kept, if desired, over a period of time.
Leader (teacher or pupil) calls on pupil to point to correct pictures as he commands:

Cherchez le crayon.
Cherchez le monsieur.
Cherchez l'école.

If pupil makes his 3 points, he in turn calls on another pupil and gives 3 commands.

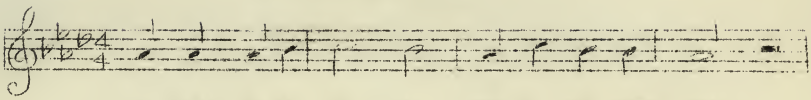
VISITONS MIMI

Series I, Part 2

Second Semester

Programs 8-14

AU CLAIR DE LA LUNE

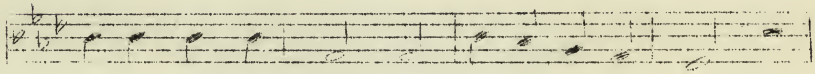


Au clair de la lu- ne, Mon a- mi Pier- rot,

oh- klare- duh-la-loo- nuh moan-a- mee p'yair-roh
lee

Prê- te— moi ta plu- me Pour é-crire un mot.

preh- tuh- mwa- ta ploo- muh poor-ay-kreer un(g) mo
plee



Ma chan-delle est mor- te, Je n'ai plus de feu.

ma shan(g)-dell-eh mor- tuh zhuh-nay-ploo-duh- fu(r)
plee

Ou- vre— moi ta por- te, Pour l'a-mour de Dieu.

oo- vruh- mwa- ta por- tuh poor-la- moor- duh- d'yuh(r)

NOTE: One line will be taught in each of the following lessons: 8, 9, 10 and 11.

PROGRAM VIII

COMPRENEZ-VOUS? kon(g)-pruh-nay-VOO

Do You Understand?

LIST 1

Comprenez-vous?	kon(g)-pruh-nay-VOO	Do you understand?
mon amie Lucie	moan-a-MEE loo-SEE lee	my friend Lucy
mon ami Thomas	moan-a-MEE toh-MAH	my friend Tommy
rouge	roozh	red
bleu (bleue)	blu(r)	blue
il n'y a pas de quoi	eel-n'yah-pahd-kwah (eel unheard in ordinary speech)	You're welcome; there's nothing to thank me for.

LIST 2

la leçon de français	LAHL-uh-SON(G) duh fron(g)-SA(Y)	the French lesson
Comment dites-vous?	kuh-MAHN(G) DEET-VOO	How do you say?
Hélène	ay-LENN	Helen, Helene
Étienne	ay-T'YENN	Stephen

NOTE: Adjectives of color follow the noun in French: le livre rouge.

The teacher will be asked to choose someone to be ÉTIENNE, who will get a red book and a blue one, while the teacher appoints a girl to be LUCIE.

GAME: ROUGE ET BLEU

Pupil No. 1 holds a blue book; pupil No. 2, a red one.
No. 1 says: DONNEZ LE LIVRE ROUGE À MON AMI THOMAS.
No. 2: VOICI LE LIVRE ROUGE, THOMAS. (Gives red book to Tom.)
Thomas: MERCI.
No. 2: IL N'Y A PAS DE QUOI.
Thomas (3): DONNEZ LE LIVRE BLEU À MON AMI ROBERT (No. 4)
No. 1: VOICI LE LIVRE BLEU, ROBERT.
Robert (4): MERCI.
No. 1: IL N'Y A PAS DE QUOI.
The pupils alternate giving the red and blue books. The child who receives a book thanks the giver and then orders the other book to be given to a friend he names.

PROGRAM IX

N'EST-CE PAS? — ness-pah

Isn't it so?

LIST 1

N'est-ce pas?	ness-pah	Isn't it so?
jaune	zhoan	yellow
noir (noire)	nwahr	black
Mettez	met-tay	Put!
sur	soor / seer	on
dans	dahn(g)	in
la boîte	la bwatt	box

LIST 2

Françoise	frahn-SWAHZZ	Frances
(François)	frahn-SWAH	Frank, Francis
Jean Paul	zhahn-POHL	John Paul
avec plaisir	a-VEK pla(y)-ZEER	with pleasure

NOTE: Colors follow noun: la boîte noire.

PLEASE HAVE READY: 1 blue book, 1 red book
1 yellow, 1 black pencil
1 yellow, 1 red box (uncovered)
a table and chair near radio.

Teacher will be asked to choose FRANÇOISE, JEAN PAUL and HÉLÈNE, who will put things in or on other things named.

GAME: N'EST-CE PAS?

Pupil leaves room while class decides on, for example, a yellow pencil on a piece of paper on a chair. Other yellow pencils are placed to distract. Pupil reenters room and asks:

Rouge, n'est-ce pas?	Class answers:	Non
Noir, n'est-ce pas?	Class answers:	Non
Jaune, n'est-ce pas?	Class answers:	Oui
La boîte, n'est-ce pas?	Class answers:	Non
Le livre, n'est-ce pas?	Class answers:	Non
Le crayon, n'est-ce pas?	Class answers:	Oui
Dans la boîte rouge, n'est-ce pas?	Class answers:	Non
Dans la boîte jaune, n'est-ce pas?	Class answers:	Non
Sur la table, n'est-ce pas?	Class answers:	Non
Sur la chaise, n'est-ce pas?	Class answers:	Oui
Voici le crayon sur le papier sur la chaise!	Class answers:	Très bien

PROGRAM X

REGARDEZ! ruh-GAHR-DAY

Look

LIST 1

regardez	ruh-GAHR-DAY	look
le chien	luh SH'YEH(G)	the dog
mon chien	moan SH'YEN(G)	my dog
le chat	luh SHAH	the cat
mon chat	moan SHAH	my cat

LIST 2

il dit	eel-dee	he says
Que dit-il?	kuh-dee-TEEL	What does he say?
la classe	la-clahss	the class
la radio	la rad-D'YOH	the radio
Suzanne	soo-ZAHN	Susan

NOTE: PLEASE HAVE READY: picture of a black cat
picture of a dog
picture of a candle (yellow)

Teacher will be asked to choose SUZANNE.

SONG: To the BONJOUR tune:

Voici mon chien, Voici le chien.
Mon chien Étienne. Il dit: Bow wow.
Voici mon chat, Voici le chat.
Mon chat Thomas. Il dit: Meow.

PROGRAM XI

À LA MAISON — a-la-maze-ON(G)

At Home (or To the House)

LIST 1

la maison	la-maze-ON(G)	the house
la porte	la-PORTT	the door
la fenêtre	laf-NETTR	the window
ouvrez	ooh-vray	Open!
fermez	fair-may	Close!
entrez	On(g)-tray	Come in! Enter!
bon, bon, bon!	bon(g)-bon(g)-bon(g)	good, good, good!

LIST 2

la télévision	la-tay-lay-vee-S'YON(G)	the television
les bonbons	lay-bon(g)-bon(g)	bonbons; candies
la boîte de bonbons	la-bwatt-duh-bon(g)-bon(g)	box of candy

SONG: To FRÈRE JACQUES:

Voici la radio	Ouvrez la porte.	Fermez la porte.
Écoutez	Comprenez-vous?	Comprenez-vous?
Et la télévision	Ouvrez la fenêtre.	Fermez la fenêtre.
Regardez	Merci beaucoup.	Merci beaucoup.

PROGRAM XII

COMME ÇA — kum SAH

Like This

NOTE: The following pictures should be pinned to a child, or held by one, before the program begins.

PICTURES:		
	mama	man (with hat) (Monsieur)
	papa	woman (with hat) (Madame)
	little child (or baby)	dog
	boy (Robert) (7 yrs.)	cat
	girl (Lucie) (7 yrs.)	television set
	house	candle
	Frère Jacques (a friar)	box of candy

This lesson will teach the third person singular of verbs already learned. In most cases the z is dropped: cherchez becomes cherche (shairsh); parlez becomes parle (pahrl); fermez becomes ferme (fairm).
Exceptions: met (meh) for "puts"
écrit (ay-kree) (like dit) for "writes"
dort (dohr) for "sleeps"

The radio teacher will make a statement: L'enfant touche le chat.
The class will repeat. The radio teacher will ask: COMMENT?
The class will answer: COMME ÇA, and the pupil representing the child will go over and touch the cat.

Please have on a table the colored books, pencils, and boxes used earlier and a piece of paper.

PROGRAM XIII

JOUEZ! CHANTEZ! zhoo-ay shahn-tay

Play! Sing!

NOTE: Pictures of farmer, farmer's wife, child, nurse, dog, cat, rat and cheese will be helpful.

LE FERMIER DANS LA VALLÉE

The Farmer in the Dell

1	
le fermier dans la vallée	luh FAIR-myay dahn(g) la va-LAY
Le fermier dans la vallée	
ron-ron-ron, petit patapon	ron(g)-ron(g)-ron(g) puh-tee PA-ta-PON(G)
Le fermier dans la vallée	
2	
Le fermier prend sa femme	luh FAIR-myay pron(g) sa FAHMM
3	
La femme prend l'enfant	la FAHMM-uh pron(g) lon(g)-FON(G)
4	
L'enfant prend la nourrice	lon(g)-FON(G) pron(g) la noor-REECE
5	
La nourrice prend le chien	la noor-REECE-uh pron(g) luh sh'YEN(G)
6	
Le chien prend le chat	luh sh'YEN(G) pron(g) luh shah
7	
Le chat prend le rat	luh shah pron(g) luh rah
8	
Le rat prend le fromage	luh rah pron(g) luh fro-MAHZH-uh
9	
le fromage reste seul	luh fro -MAHZH-uh res-tuh suh(r)l

PROGRAM XIV

AU REVOIR orv-WAHR

Until We Meet Again

A review and summary: The story of Blackie in Paris.

UN PETIT CHIEN À PARIS

jrw

STATION KSLH (91.5 M.C.)
ST. LOUIS PUBLIC SCHOOLS

DIVISION OF AUDIO-VISUAL EDUCATION
1517 SOUTH THERESA AVENUE

LET'S FIND OUT

Grades 1-2

Science

LET'S FIND OUT is an audience participation program for which some preparation is needed in advance of the broadcasts. For this reason no station should attempt to use this series unless the handbook is made available to the teachers at least two weeks in advance of the programs.

The materials to be used by the children in their classrooms are easily available in school or may be brought from home by the children.

During the actual production of this series, a group of children was in the studio. In some of the programs their voices are quite audible, in others we have purposely not allowed them to be heard. When the studio children are heard, attention is called to their answers so that the listeners in the classrooms will not respond.

This series is planned for the season of the fall semester.

Station KSLH will be anxious to receive your comments on this series of programs.

LET'S FIND OUT

Science

Series VIII

Grades 1-2

Foreword

Purpose

"Let's Find Out", a series of fourteen science broadcasts has been planned to help young listeners (1) to accurately observe the things about them; (2) to enable them to identify some common objects and to recognize a few characteristics of these; (3) to provide opportunity to gain some skill in simple manipulation of materials within their ability to investigate.

Equipment and Supplies Needed

Numerous items, not already on hand in some schools may be needed in carrying out the experiments. Most of these can be secured through regular channels of the school system, or can easily be gotten by the pupils from their homes.

Teachers are urgently requested to plan far enough ahead so that any materials needed from the Supply Department or the Division of Audio-Visual Education can be ordered and delivered in time for the broadcasts without departing from the usual schedules for such delivery.

Content

The programs are arranged in units which follow as nearly as possible the changes in seasons and which are correlated with the course of study for the primary grades.

Preparation for Broadcasts

Preparations for each program should be made in advance so that the pupils, individually, in groups, or by demonstration, will carry out the experiments as the directions come to them over the air.

Use of the Broadcasts

We hope you will think of this series of science broadcasts as a classroom aid to be used only if it can in any way enrich your science teaching. It is a program about which we will welcome your critical comments if you listen to any or all of the series.

Submitted by: Members of the Elementary Science
Radio Planning Committee

Most KSLH series are planned by Radio Planning Committees and are based on the Courses of Study of the St. Louis Public Schools. They are designated for specific grade levels; however, this does not preclude their use in other grades if they contribute something worthwhile to the listeners.

PROGRAM I

GUESS WHAT?

Program: Welcome back to school. What did you see during vacation?

References:
Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades
Wonderworld of Science: Books I and II
Singer: Scientific Living Series: Books I and II
Row-Peterson: Insects, etc.

Equipment: None needed-----but anything in science corner or materials brought in by children may be useful after the program.

Helpers: Everyone

We Get Ready: No preparation necessary except a good listening arrangement.

After the Broadcast:
Do you keep your eyes and ears open wherever you go?
Do it. It's fun to see and hear everything around you.
Can you play a "Guess What" game?

PROGRAM II

FRUITS

Program: Fruits contain seeds. Are some vegetables really fruits too?

References:
Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades
Wonderworld of Science: Book II

Equipment:
1. One apple
2. One paring knife or pen knife
3. Thick pad of old newspapers on which to cut fruit
4. Pictures of fruits and vegetables cut from magazines and newspapers
5. Pointer or long ruler

Helpers: One boy and one girl - Mr. Farmer, Miss Gardner

We Get Ready: Place items listed under equipment on a table where all can see as helpers work with them.
Pin or paste prints of fruits and vegetables on a bulletin board where all can see and helpers can reach with pointer.

After the Broadcast:
Look for seeds in fruits that you eat. Are all fruits alike?
What vegetables are really the fruits of plants?

PROGRAM III

INDOOR PLANTS

Program: We need to care for plants we keep indoors.

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades

Equipment:
1. A growing plant in soil (several if possible)
2. One sweet potato
3. Glass jar - pint or quart (milk bottle will do)
4. Toothpicks - 8 or 10
5. Pitcher or bottle of water (about a quart)
6. Small wad of absorbent cotton

Helpers: One boy and one girl - Mr. Gardner, Miss Florist

We Get Ready: If more than one variety of plant is available in classroom a chance for comparison will be possible, but this is not necessary at the time of the program.

After the Broadcast: Look at the plants you have at home. Ask mother or dad if you may help care for them.

PROGRAM IV

WIND AND WEATHER

Program: What is wind? Does wind change our weather?

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades
Wonderworld of Science: Books I and II
Scientific Living Series: Primary Grades

Equipment:
1. A piece of cardboard (approximately 6x6 inches) to use as a fan
2. A small flag (or thin piece of cloth) on a stick

Helpers: One boy and one girl - Mr. North, Miss South

We Get Ready: No preparation necessary except to assemble equipment on a table near front of room.

After the Broadcast:
Keep track of the weather.
Make a weather chart.
Make a weather vane.

PROGRAM V

IT'S BENT!

Program: Water bends light rays.

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades

Equipment: (If the following materials can be duplicated for several small groups of children, the results will be easier seen by everyone.)

1. A straight-sided clear glass tumbler half full of water
2. A pencil longer than the glass is tall
3. Handtowel
4. Small piece of paper about 2x3 inches

Helpers: One boy and one girl - Mr. In, Miss Out (for each group of workers)

We Get Ready: No other preparation is necessary if all materials are ready before the broadcast.

After the Broadcast: Try looking at objects in water. Look at your feet under water the next time you go swimming.
Does water act as a magnifier sometimes?

PROGRAM VI

SMALL OR LARGE

Program: It's sometimes hard to tell how big things are just by looking at them.

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades

Equipment:
1. Paper squares of the following colors each 4x4 inches: white, black, red, yellow
2. One piece of paper 1x9 inches (Both may be cut from
3. One piece of paper 5x9 inches (one piece of manila.
4. A large cardboard or bulletin board against which helpers may pin colored squares
5. Seven or eight pins
6. One pair of scissors

Helpers: One boy and one girl - Mr. Big, Miss Little

We Get Ready: If all materials are on a table close to the bulletin board which helpers can reach, no other preparation is necessary.

After the Broadcast: Does color make some things look larger than they really are?
Do narrow or thin objects look taller than wide ones?

PROGRAM VII

AIR TRICKS

Program: Air sometimes plays tricks for us.

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades

Equipment:
1. Two strips of paper about 1x9 inches (cut from manila)
2. Two strips of manila paper about 3x9 inches
3. A flat saucer or dish
4. One dime or one penny

Helpers: One boy and one girl - Mr. Air, Miss Air

We Get Ready: No preparation necessary except to have all materials on a flat table top where all can see.

After the Broadcast:
Does wind help airplanes to stay up in the air?
Watch birds as they sail on the wind.
Make a paper airplane; see if air holds it up.

PROGRAM VIII

JET BALLOONS

Program: Air pushes things along. Let's make a jet balloon.

References: Craig: Science for the Elementary School Teacher.
St. Louis Science Course of Study for Primary Grades

Equipment:

1. Two small rubber balloons (Stretch or inflate these before the broadcast so they will be easier for helpers to blow up during the program.)
2. Prepare one of the above balloons as follows: tie a string to a small weight (a pencil or small stick) then tie the weight to the mouthpiece of the balloon but not tight enough to completely close the opening. The string should be about two or three inches long between balloon and pencil.

Helpers: One boy and one girl - Mr. Pilot, Miss Co-pilot

We Get Ready: Place two balloons on a table top which is clear of everything else and where all can see.

After the Broadcast: Could you make a jet balloon boat to sail through water? Try it!

PROGRAM IX

EYES

Program: Let's look at our eyes!

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades

Equipment: 1. If possible, a small pocket mirror for each child in the room
2. Clean hands

Helpers: Everyone

We Get Ready: No preparation necessary.

After the Broadcast: Are eyes important to you? Think about ways to protect your eyes.

PROGRAM X

TEETH

Program: How many teeth do you have?
Are they all alike?
What do you do to keep them clean and healthy?

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades

Equipment: 1. If possible, a small pocket mirror for each child
2. Clean hands

Helpers: Everyone

We Get Ready: No preparation necessary except clean hands.

After the Broadcast: Do you have a toothbrush? Look at your teeth every day. Keep them clean.

PROGRAM XI

UNDERWATER ANIMALS

Program: Kinds of animals that live in water and some things about them.

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades
Wonderworld of Science: Book II
Scientific Living Series: Primary Grades

Equipment: Pictures of water animals

Helpers: Everyone

We Get Ready: Find as many pictures of water animals as you can. Have them where all can see.

After the Broadcast: Are all water animals fish?
Look for water animals when you are near a pond or river.
Do you have an aquarium?

Audio-Visual Aids: Sound film - 134lb - We Visit the Seashore
Study prints - 3207s - Sea Life

PROGRAM XII

WHAT TIME IS IT?

Program: The clock tells us about many things. Can you tell time?

References: Craig: Science for the Elementary School Teacher

In school Asleep? Lunch Midnight School's out Asleep!

Equipment: A clock face with movable hands

Helpers: One boy and one girl - Mr. Timekeeper, Miss Timekeeper

We Get Ready: If clock face is fixed on bulletin board where helpers can reach it, no other preparation is necessary.

After the Broadcast: What time is it?
Can you read the clock's face?
Can you write a story about the clock?

PROGRAM XIII

A NEW YEAR BEGINS

Program: Our Calendar, what does it tell us?
How do we read it?

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades

Equipment: 1. A large wall calendar which everyone can see from his seat (should contain a complete year)
2. A pointer

Helpers: One boy and one girl - Father Time, Mother Time

We Get Ready: No preparation necessary except to have calendar hanging so all can see it and so our helpers can turn the pages.

After the Broadcast: Can you remember the things a calendar tells you?
You could make a calendar that would tell you just lots of things about the days and weeks. Will you try?

PROGRAM XIV

WHICH WAY?

Program: Where is North? Where is South?
How can you tell? Will the sun help you?

References: Craig: Science for the Elementary School Teacher
St. Louis Science Course of Study for Primary Grades
Wonderworld of Science: Book II

Equipment: A compass (magnetic) - There ought to be several boy or girl scouts in the upper grades who would lend you a compass for this program if you do not have one.

Helpers: One boy and one girl - Mr. Finder, Miss Pointer
Everyone will be in the action.

We Get Ready: Compass ready and we'll go north, south, east and west.

After the Broadcast: When you come to school in the morning where is the sun? If you are facing the sun in the evening which way are you going? Can you find directions away from home?

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FL Bulletins

AN OCCASIONAL NEWSLETTER SENT TO LIAISON COMMITTEES AND TO OTHER FRIENDS OF THE MLA'S FL PROGRAM NUMBER 24

The Modern Language Association of America, 6 Washington Square North, New York 3, New York 21 May 1954

THE TEACHING OF FOREIGN LANGUAGES OVER TELEVISION

EDUCATIONAL TV is fast coming of age, and this in a period when foreign language study in America is enjoying a renaissance. The coincidence invites prompt discussion on every campus which has a television station nearby. Languages have already been taught over at least 11 commercial and 4 non-commercial TV stations. They will almost certainly be welcomed in the programming of all 8 educational stations now in operation, and in that of the dozen others which promise to be on the air before the year ends.

Are FL teachers ready for the opportunities awaiting them? On the theory that they are not, but that they can learn quickly from the experiences of the two dozen or so of their fellows who are already "veterans" in using this new instructional medium, the MLA is sponsoring on 9-10 June 1954 a Conference on this important subject. Its object is to produce, through the comparing of practical experiences, a report to the profession—a consensus of both opinion and knowledge designed to help other teachers who hereafter attempt FL instruction by television.

Apart from the MLA staff, participants in the coming conference at MLA headquarters will be the following persons, all of whom have actually planned and telecast language instruction:

Professor Douglas W. Alden, Princeton University
Professor Theodore Toulon Beck, University of Georgia (Atlanta Division)
Mrs Eleanor Bingham, Washington, D. C.
Professor D. Lincoln Canfield, University of Rochester
Professor Curtis L. Farrington, University of Houston
Professor Xavier A. Fernández, Russell Sage College (Troy, N. Y.)
Professor Alexandre Goulet, Creighton University (Omaha, Neb.)
Professor Manuel H. Guerra, New York State College for Teachers (Buffalo)
Professor Frances Mousseau Nevins, Phoenix College (Ariz.)
Professor Joseph Raymond, Pennsylvania State University
Mr Carlos Rivera, El Paso Public Schools, El Paso, Texas
Professor Frederick Schwartz, Iowa State College
Professor Lester W. J. Seifert, University of Wisconsin
Sister Marie Ursule, College of St Catherine (St Paul, Minn.), accompanied by Sister Marie Philip, chairman, French Dept.
Mrs Anne Slack, Scotia, N. Y.

Professor Parker, Director of the MLA's FL Program, will chair the conference.

The results of this conference will be the subject, of course, of a future FL Bulletin, to be issued (probably) in the early fall. If the situation at your institution is such that you need advice on certain matters meanwhile, write to MLA headquarters explaining your problems.

In advance of the conference (and by way of preparing for it) we send you a tentative history of FL teaching via TV. According to information available as this is written, FL instruction had been or is being offered on 4 educational non-commercial stations--WOI (Ames), KUHT (Houston), WQED (Pittsburgh), and WHA (Madison)--but language instruction has not yet been included in the programming of 4 others: KTHE (Los Angeles), KCMU (Columbia, Mo.), WKAR (East Lansing), and KQED (San Francisco). Before the year ends, we are informed, there will be educational TV stations in operation in Athens (Ga.), Birmingham, Boston, Champaign (Ill.), Chapel Hill (N. C.), Chicago, Columbus, Denver, Memphis, Nashville, Oklahoma City, and Seattle.

At all these places (and at others, where only commercial TV stations will operate during 1954), FL teachers should be, and we trust are, planning to take to the air in demonstration of the values of FL study--and in support of the FL Program.

A History of FL Teaching over Television

[NOTE: This is a first draft of a document intended for eventual publication. Corrections and significant additions are invited. They should be sent to Professor William R. Parker, MLA, 6 Washington Square North, New York 3, N. Y.]

We begin with a fact that may or may not reflect credit on FL teachers. The development of FL teaching over TV has not gone hand in hand with the development of non-commercial TV stations. Although Iowa State College's WOI-TV went on the air 21 February 1950, it did not attempt FL instruction until June 1953, and meanwhile a number of commercial stations had experimented with programs of language learning. We make this observation without comment on the motives of the commercial stations or on their attitude toward purely educational TV.

To Creighton University, Omaha, Nebraska, may go the credit for being the first educational institution to attempt any sort of instruction in FLs over TV. For about three years from December 1946 a series of closed-circuit experimental telecasts were conducted on the campus, with borrowed equipment. At 8 p.m. on 14 July 1947 the program featured "One World--Invitation to Spanish," the first part of which was a demonstration of the ease with which a 6-year-old (Ronnie Moore) could be taught Spanish (by Miss Delizia Rindone, a part-time instructor in the modern language department). The second part, entitled "You and Me," attempted direct teaching of the invited audience; the instructor was William J. Chapitis, assisted by a student, Robert Meacham. A blackboard was used in the first part, cards and replicas of a Spanish town in the second. (See also Section II, following.)

1. Atlanta, Georgia, 7 April 1949

Probably the first FL instruction offered over a commercial TV station began on 7 April 1949, when Theodore Toulon Beck, associate professor in the Department of Modern FLs, Atlanta Division, University of Georgia, telecast a French program over Atlanta's CBS station, WAGA-TV. A second program was offered later that year. These were part of 6 educational programs arranged for by Dr Harold E. Smith, head of the speech department and director of the University's (then) radio "School of the Air." The time was donated by the station as a public service.

Of the 85 "School of the Air" programs telecast in 1950, 33 were FL programs: 27 involving French (again taught by Professor Beck), 3 German (Hal Hulsey), and 3 Spanish (José A. Batlle). Of the 184 programs in 1951, 70 were FL programs: 40 French, 15 German, 15 Spanish (with the instructors just named), and 3 programs with new teachers. Of the 255 programs in 1952, 77 were FL programs; of the 312 in 1953, 72 were FL programs.

By the end of 1953 a total of 254 FL programs had been offered over WAGA-TV, normally from 9:45 to 10:00 a.m., Monday through Friday, and 3:00-3:30 p.m. on Saturdays.

The programs of WAGA-TV are received within a 100-mile radius of Atlanta by an estimated 100,000 persons. The FL programs are not exclusively language-teaching programs; they are designed to be cultural, informational, and generally educational. About one third of each is devoted to language instruction. Students, foreign and American visitors are occasional guests. No scripts are used, no published materials have yet been offered viewers, and only 30-minute programs involving 5 or more persons are rehearsed. Occasional props are used.

2. Washington, D. C., 1 October 1952

Probably the first city to use TV as a supplement to FL teaching in elementary schools was, appropriately, our nation's capital. During 1950-51 and 1951-52 Washington's NBC station, WNBW-TV, had donated 2 half-hour periods weekly for public school programs in science and music, and in the autumn of 1952 it donated 3 other periods, 2 of which were to be devoted to instruction in French and Spanish, with grade school children viewing the telecasts.

Beginning 1 October 1952, Mrs Catharine Gardiner, associate professor in Wilson Teachers College, wrote and taught 35 lessons of "Let's Speak French" for children in grades 4-6, teaching the lesson each week in a primary school before the telecast. On the program she used 2 regular pupils and 2 guests each week from a different school. Finding that the attention span of her pupils and viewers (many in classes below the 4th grade eventually listened) was only about 20 minutes, she used games and songs to hold their attention throughout the 30-minute telecasts.

During 1953-54 the program was reduced to 15-minute periods (Wednesdays, 9:45-10:00 a.m.), and a new teacher, Mrs Eleanor Bingham,

succeeded Mrs Gardiner, who became ill after adding the TV instruction to an already full schedule. The school administration eventually ruled that TV teaching should be credited as half of a normal teaching schedule. Mrs Bingham, however, a former high school FL teacher, is now a Washington parent, who volunteered to do the teaching without compensation.

"Let's Speak Spanish" began one day after the French program, on 2 October 1952, with Dr Elizabeth Carter of Miner Teachers College as the instructor until February 1953. Since that time, the program has been taught (Thursdays, 9:45-10:00) by Mrs Doris Sewell of the Kelly Miller Junior High School. The reduction in time for the second year, and the crediting of TV teaching as half a normal schedule, applied of course to the Spanish series as well as to the French.

Language instruction is a major purpose of all programs, which are intended to serve as models for classroom pronunciation of words and idioms related to the pupils' experiences. The teacher spends a half hour before the day of the telecast with the whole class from whom the studio group (2 boys and 2 girls) is drawn. An attempt is also made to have the mimeographed lesson sheets for each lesson in the hands of the numerous participating teachers (during 1952-53, at least 259) at least a week or two before the telecast.

The two programs have an approximate audience of 5,000-7,000 viewers. By the end of the 1953-54 school year, a total of 140 programs had been telecast. The present TV director is Mr Frank Slingland (his predecessor, Mr Carl Degen). Much credit for the planning of these programs must go to the directors of FLs in the Washington public schools, Miss Emilie Margaret White (Division 1, white) and Mr Clyde C. McDuffie (Division 2, colored).

3. Buffalo, New York, 4 December 1952

The station owned by the Evening News in Buffalo, WBEN-TV, thus far probably holds the record for continuous FL instruction, having begun "Fun to Learn about Latin America" on 4 December 1952 and having kept the program on the air every Thursday at 5:00 p.m. thereafter, even during the summer months. After his first 13-program series, Professor Manuel H. Guerra of the New York State College for Teachers, Buffalo, was invited to continue indefinitely.

His 15-minute program is designed to promote FL study and to teach conversational Spanish "as a game" to children in grades 1-7 by a variety of devices, including songs, dances, story-telling, dramatic skits, geography lessons, films, and the use of humor, divers visual materials, cultural information, and occasional guests. "Children's theatre in Spanish" is emphasized.

Normally 5 children participate in the program with the teacher, having practised or rehearsed in the Spanish Workshop at Jamestown High School. Last fall this group was changed, and the children (from different schools) are now rotated every 9 or 12 weeks.

Assistant Professor Guerra has shown great ingenuity in arousing and sustaining interest in his weekly programs, having, among other devices, started Spanish clubs among grade-school children in the area and also prompted a postcard-writing campaign (in Spanish). A printed Guide (12 pages) to the 13 first lessons in Spanish has been distributed gratis to 47,000 persons or groups. Station KSWS-TV, with a range of about 100 miles, has an estimated 250,000 viewers. Director of its "Fun to Learn" series (music, art, science, Spanish) is Mr Fred Keller.

4. El Paso, Texas, 15 December 1952

On 15 December 1952, two days after El Paso's first TV station, KROD-TV, went on the air, Spanish lessons sponsored by the city's public school system were offered the public at 6:00-6:30 on Monday and Wednesday evenings. This was at the request of the station's president, Mr Lawrence Rodewick, a member of the Good Neighbor Commission. The program, "Hablemos Espanol," was taught by Mr Carlos Rivera, supervisor of Spanish in the El Paso elementary schools. During the first year, which ended 26 May 1953, viewing families were taught practical expressions, centered in the home, in conversational Spanish.

During the second year of the program, from 9 September 1953 to 26 May 1954, the time was changed to 2:00-2:25 p.m., and the lessons dealt with subject matter of interest or use to housewives. Although FL instruction for adults has been the major purpose of the program from the start (radio is used in El Paso to supplement FL instruction in the elementary schools), international and Latin American holidays have been celebrated with cultural programs, using school children in pageants, songs, and dances, films have occasionally been shown, and, at review time for the audience, whole classes of children from the early grades have been presented to talk about the FL units taught on TV.

The programs are unrehearsed and no script is used. A textbook, A Phonetic Approach to Conversational Spanish, prepared by Mr Rivera, is sold to viewers who want printed materials in order to follow the program, which has a potential audience of about 150,000 within a 150-mile radius from El Paso. Mr Bruce Brooks has been director and technical adviser of "Hablemos Espanol," which is scheduled to continue next fall.

5. Philadelphia, Pennsylvania, 4 February 1953

Station WFIL-TV in Philadelphia offered 15 programs of "Spanish is Fun" on Wednesdays, 11:30-12:00, from 4 February to 13 May 1953, at the suggestion of Mr Rhea Peak, director of Pennsylvania State University's Ogontz Center. The instructor was Dr Joseph Reynal, assistant professor at the University (then College), which sponsored the program as part of the station's "University of the Air" series. The program's purpose was to teach some common Spanish phrases and expressions (about 75 percent of the time on the air) and to introduce materials illustrative of Hispanic cultures.

A student vocal trio, rehearsed and accompanied by Professor Raymond, sang a new Spanish song each week, and dances were occasionally introduced. Several students usually acted as language learners. On the first and last programs of the series, children from the Glenside-Weldon Elementary School answered questions and sang songs in Spanish.

The program, except for the music, was unrehearsed, and no script was used. The only props were a piano and an easel for lettered placards. Listeners who sent in 25 cents were mailed a 15-page mimeographed program-outline of all Spanish materials used. An estimated audience of about 50,000, within a radius of 85 miles, viewed the telecasts, which were directed by Mr Neil Macenro.

6. Rochester, New York, 12 March 1953

Originally suggested by President C. W. de Kiewiet of the University of Rochester, Station WHAM-TV offered "French for Travel" on Thursdays, 11:15-11:30, for 13 weeks from 12 March 1953. Under the professional direction of Mr Don W. Lyon, the University's director of TV and radio, the program was taught by Professor Howard G. Harvey and a French Language Laboratory assistant, Henri Dal, who set the stage for "life" situations depicted by 3 to 5 students (a total of 24 students were used throughout the series).

The program's purpose was to serve as a "refresher" course in French at the adult level, especially for viewers contemplating travel to Europe. On each program the students were drilled in useful words and phrases, and finally participated in a dramatic skit involving use of these phrases in an imaginary setting in France. The skit part of each program was rehearsed twice, and the entire program once. (A film recording of one of the programs has been made.)

About 600 letters were received from viewers and 550 mimeographed booklets to accompany the lessons were sold. Several high schools of the area showed interest and, in at least one, tape recordings were made. A new 13-program French series is planned to begin in October 1954.

Meanwhile, with somewhat less stress on actual FL learning and more on native attitudes, customs, and mannerisms, a new program, "Spanish Today," has been offered by WHAM-TV on Thursdays, 1:00-1:15, for 13 weeks beginning 8 October 1953. Also suggested by President de Kiewiet and directed by Mr Lyon, this program was taught by Professor D. Lincoln Canfield, chairman of Rochester's department of Romance languages.

Its purpose was to introduce adults and high-school students (in some sections entire classes listened) to Spanish conversation and culture. A script was used, and each program was rehearsed 3 times. The size of the audience (within a radius of about 100 miles) has not been estimated, but about 300 copies of a 13-page

mimeographed booklet were sold for 25 cents each. A film recording of the first program was made. Each program was a one-man show, with Professor Canfield making use of a blackboard, various props, and an imaginary "Mister Esmit" who always arrived late ("it's an old Spanish custom").

7. Ames, Iowa, 8 June 1953

A second educational, non-commercial station, the University of Houston's KUHT-TV, was on the air (25 May 1953) before the first, Iowa State College's WOI-TV, offered viewers any FL instruction. Nevertheless, WOI-TV probably achieved a "first" by presenting on Mondays, Wednesdays, and Fridays, 1:30-2:00 p.m., from 8 June to 20 July 1953, a continuous program of instruction in conversational German entitled "Eins Zwei Drei." Conceived and taught by Frederick Schwartz, assistant professor of modern languages, the series was a one-man show except for a single program in which children appeared. The series was designed for children--but in a way that invited adults to participate.

Station officials estimated that between 40,000 and 50,000 persons viewed the programs within a 100-mile radius of Ames. Mimeographed material was offered gratis. No script was used and the programs were unrehearsed. The set usually resembled the instructor's study; as a blackboard substitute an easel held the text, lettered and illustrated by a TV staff artist. The programs were directed by Mr John W. Dunlop.

Kinescopes were made of 16 of the 19 programs. These have since been presented over WOI-TV during the Christmas vacation of 1953, and also over WQED-TV, Pittsburgh, Pa., an educational station that went on the air 1 April 1954. A new, 24-program series is scheduled to begin 14 June 1954, with the original purpose--and with the intention of obtaining a complete, technically superior set of kinescopes for retelecasts.

8. Schenectady, New York, 14 September 1953

General Electric's station WRGB-TV in Schenectady is probably unique among commercial stations in making possible FL-TV instruction for both adults and very young children in the public schools.

WRGB's interest in FL teaching can be traced back to 15 February 1952, when the first of 5 scattered telecasts by members of the department of modern languages at New York State College for Teachers, Albany, was given. Arranged by Professor W. E. Skidmore, this was designed to show the reasons for FL teaching in the College; Coronet Films' documentary, "Why Study Foreign Languages?" was telecast, and in the remainder of the 30-minute program 2 students and 3 faculty members discussed living abroad.

A week later, 22 February 1952, Professor J. Wesley Childers demonstrated various mechanical aids to FL teaching; songs, dances, skits, and discussion followed, with student participation. There were no further FL programs until 16 January 1953, when three 30-minute programs were offered in successive weeks at 11 a.m.

The French program, arranged by M. Annette Dobbin, assisted by students, discussed (in English) aspects of life in France. On the German program, given the following Friday, a graduate student who had spent a year studying abroad answered questions from other students about life at German universities. On the Spanish program, in addition to dances and some discussion, Dr Childers introduced his daughter (aged 9) and son (11) to demonstrate the ease with which children learn common expressions in 4 different languages.

Later in 1953 came 2 significant developments which made possible coherent and effective FL instruction over TV. Some 100 civic, cultural, and educational organizations in the Albany-Schenectady area formed the Mohawk-Hudson Council on Educational TV, Inc. (108 Union St., Schenectady), with Dr Harry J. Linton, superintendent of the Schenectady schools, as president of a 17-man board of governors. Station WRGB-TV donated to this Council one hour of TV time, 10:30-11:30, five mornings a week for 39 weeks (the school year), and also $2,500 toward the salary of a professional director. As Director the Council chose, during August, Miss Angela McDermott, who had a master's degree in radio and TV from Syracuse University.

Not one but two 30-minute FL programs were included among those offered regularly during the first 13-week series of "TV Schooltime" arranged by the Council. "Fun with French," taught by Mrs Raymond (Anne) Slack, a native of France, began on 14 September 1953. "Speak Spanish," taught by Professor Xavier A. Fernández of Russell Sage College (Troy, N. Y.), the sponsoring institution, began on Thursday, 17 September.

"Fun with French" aimed (and still aims) primarily to teach conversational French to children in grades 3-5 of at least 10 Schenectady public schools, involving about 900 pupils. The regular classroom teachers devote at least 3 other periods of varying length to French instruction following the weekly telecast, with Union College's Evening Division providing in-service training to any teachers desiring it (17 from 8 schools enrolled at the first session). During the telecasts Mrs Slack teaches 6 small students each session, while students in the schools gather before TV sets and, in some measure, participate.

The French program has now been given in 3 successive 13-week series: 14 September to 7 December 1953, 16 December 1953 to 10 March 1954, and 17 March to 9 June 1954. No material has been offered viewers of these programs, although they have aroused interest among adult listeners.

"Speak Spanish" was given in the first series, 17 September to 10 December 1953, and again, as a result of public demand, in the third series, 18 March to 10 June 1954. The initial suggestion for this program came from President Lewis A. Froman of Russell Sage College, and both series were prepared and presented by Professor Fernández, chairman of the Spanish department. Unlike "Fun with French," the Spanish program was intended for adults, particularly housewives, and although its primary aim was to

teach conversational Spanish, it also presented aspects of Hispanic culture. From the mail response, the actively participating audience was estimated at 1,000 persons within a radius of 100 miles; some 300-400 availed themselves of the mimeographed material (drill exercises in condensed form) offered in advance of each program.

No script was used, although each program was carefully planned as to content and visual aids. The viewing audience was taught directly by the instructor--in effect a private lesson, without distractions, free even from the inhibitions caused by having another person present when the viewer was alone.

9. Phoenix, Arizona, 12 October 1953

When Dean Robert J. Hannelly of Phoenix College suggested "Say It with Spanish" as an appropriate program for station KPHO-TV, a series of 16 weekly programs was planned to begin on 12 October 1953, 4:00-4:30 p.m.; but eventually the response of an audience estimated at 30,000 persons throughout the state of Arizona caused the series to be extended to 30 programs. Dr Frances Mousseau Nevins, Dean of Women (former instructor in Spanish), was the teacher, with Mr Sheldon Cherney of the College speech and radio staff as learner. (He knew no Spanish when the programs began.)

No attempt was made to duplicate classroom procedure; in a patio setting the FL instruction was carefully related to cultural materials and discussion, with variety added by the use of occasional guests, realia, photographic slides, music, and dances. Although the audience was mainly adult, the program was kept simple, with efforts directed toward a 9th-grade level. Using an active mailing list, after each completed program the producers sent out a lesson related to it. Each program was rehearsed once with an outline-script. Cards lettered with the words used were prepared by the College's art department. The series was directed by Mr Tom Sherlock. It is hoped that the program can be continued in the fall.

10. New Brunswick, New Jersey, 28 October 1953

Beginning on 28 October 1953, "Prononciation Frangaise," a series of five 25-minute, weekly programs, was recorded on kinescope and then telecast by WTLV-TV, New Brunswick, continuously during the day to Plainfield High School, scene of a large-scale experiment in pedagogical TV. The program was conceived, written, and spoken by Professor Douglas W. Alden of Princeton University, who was assisted by Claude Ames, an instructor, and Richard Heapes, a junior at Princeton.

This experiment was abortive. WTLV-TV, the station of New Jersey's Department of Education, is now defunct, the Governor of the State having jettisoned the entire project of educational TV.

Purpose of the FL series was to make available to New Jersey teachers of French various teaching techniques not readily duplicated in the ordinary classroom (e.g., a native Frenchman for demonstration purposes, plus charts and diagrams to show problems of articulation and intonation). It was also hoped to discover whether TV had certain advantages over other media (e.g., by making possible magnification of lip movements).

The first lesson contrasted the speech habits of an American and a Frenchman as they pronounced similar sounds; then, turning to the charts, Professor Alden explained the mechanical differences between French and American pronunciation and, simultaneously, called upon the Frenchman to illustrate and the audience to participate. The second lesson continued the subject of vowels; the third was on consonants; the fourth on the pronunciation of sound groups; the fifth on problems of intonation.

11. Omaha, Nebraska, 12 December 1953

Having experimented with FL instruction over closed-circuit TV as long ago as July 1947, on 12 December 1953 Creighton University began a pilot series entitled "French or German for Tiny Tots" over WOW-TV, Omaha. Part of this commercial station's "Doors of Knowledge" series, directed by Charles McFadden, it was a half-hour program offered every other Saturday at 4 p.m., alternating instruction in French and German. The teachers were Professors Alexandre Goulet and Hans F. Laas; the pupils, six 5th-grade boys and girls from St John's School. Intended primarily for children in grades 1 through 5 (and their parents), the program sought to encourage earlier beginning of FL instruction in Omaha by demonstrating how easily youngsters could learn.

Each program was a simulated trip to a location in either France or Germany, with a script ready at least 3 days before the telecast (prepared from an informal rehearsal a week in advance) and with a final rehearsal with "live" cameras immediately before the telecast. Many props were used, including a specially constructed 4-sided blackboard on a pivotal base, and on all programs at least 3 separate set areas were used. Word and song booklets were offered viewers, and over 60 requests were received, some from places 150 miles away. Future plans call for increased programming of FL telecasts, with experiments in direct instruction.

12. Houston, Texas, 3 February 1954

The University of Houston's educational station, KUHT-TV, went on the air 25 May 1953, and twice a week (Tuesdays and Thursdays, 9:00-9:30 p.m.) for 10 weeks, beginning 3 February 1954, Professor Curtis L. Farrington taught a course entitled "We Learn Spanish." Designed to introduce adults to elementary Spanish, it attracted a large number of high school listeners. It will be resumed next fall.

13. Minneapolis and St Paul, Minnesota, 15 March 1954

Entitled "Children, Parlez-Vous?" and directly inspired by the

MLA's FL Program, a short series was offered by the College of St Catherine, St Paul, for 4 consecutive Mondays, 1:30-2:00 p.m., beginning 15 March 1954, over Station KSTP-TV. The programs were included in Bee Baxter's daily "participation" show (partly commercial) for women. The College's French folksingers had appeared on this show earlier in the year, and when Miss Baxter invited them back, the French Department decided instead to demonstrate the ease and values of teaching a second language to young children.

The instructors were Sister Marie Ursule, professor of French, and Mrs David (Margaret Reuder) Sutton, a recent graduate of the College. The learners were one 2nd-grade and three 5th-grade children from the Nativity School, St Paul. The original plan was to allow only 8 minutes to the demonstration, but Miss Baxter was so pleased with the first lesson that she allowed 15 minutes the next two times. ("The last lesson, on account of a mistake in scheduling, had to be a joint appearance with a French chef who was demonstrating salad making. It was of very little value to either the FL Program or even French cuisine.")

No script was used and no printed material was offered the listeners, but each program was carefully planned and rehearsed. The viewers were chiefly housewives within a radius of 200 miles. Promotion of FL study at an earlier age, rather than FL instruction as such, was the major purpose of the 4 programs.

During July and August, 10:30-11:00 a.m., the College will return to Miss Baxter's program to offer weekly lessons in conversational French to adults, chiefly women.

14. Madison, Wisconsin, 10 May 1954

Sponsored by the Extension Division of the University of Wisconsin, and telecast over one of the newest of (UHF) educational stations, WHA-TV, a series of 10 weekly programs of "Conversational German" began on Monday, 10 May 1954, 9:00-9:30 p.m. The instructor is Associate Professor Lester W. J. Seifert, and on each program two native Germans recently arrived in this country are used, Fräulein Barbara Hauke of Hamburg and Herr Klaus-Otto Bendix of Westphalia.

The suggestion for this course was made by Seifert; intended for adults (including high school students), each program is devoted entirely to teaching spoken German, and combines TV with correspondence study. For a registration fee of $2 viewers receive a book specially written for the course and have the privilege of sending written assignments to Seifert for correction and grading.

Props and a script are used; each program is rehearsed for one hour. Some kinescopes have been made. In September 1954 it is planned to give a series of 32 half-hour telecasts, and a manual to accompany this series is in preparation. Registrants who send in satisfactory written assignments and pass a final examination will be entitled to 4 credits in German at the University.

Producer of the present program is Professor William Allen of the University's Bureau of A-V Instruction. Director is Mr Edward Sprague of WHA-TV.

W A Y S O F M A N K I N D

A PRELIMINARY REPORT

Community Education Project
San Bernardino Valley College
San Bernardino, California

(August 7, 1953)

Someone leaned over and switched the radio off. A silence hung over the room for a long minute. The sixteen men and women gathered in the comfortable living room gazed thoughtfully at each other; then, a woman stirred in her chair and spoke.

"The Eskimos may have had a tough time surviving in the snow and cold," she said thoughtfully, "but at least they didn't have mental hospitals crowded with people who have found the problems of daily living more than they can handle."

"I agree," a man sitting opposite her declared. "Mental illness is more a threat to our survival here in America than the climate or lack of food."

One by one the other people in the room joined in a discussion of the problem of survival. They considered how mankind everywhere - from the beginning of the human race - has pitted his skill and inventive ingenuity against great odds. Their conversation ranged from the discovery of fire to the development of the new wonder drugs, now bringing under control diseases which have periodically threatened to destroy mankind. The discussion lasted for an hour and a half and then broke up informally over coffee and doughnuts which the hostess brought in.

WHAT WAS THIS ALL ABOUT?

These men and women were participating in a WAYS OF MANKIND home discussion group. On this evening they had listened to a gripping drama - "Survival" - of four men battling to survive in the Arctic after a plane crash. The remarkable technology and Arctic wisdom (possessed by one in the party) worked for them in a suspense-laden struggle to survive, the outcome of which was left to the imagination of those who listened.

The group met regularly on Thursday nights for a period of nine weeks to listen to other programs in the WAYS OF MANKIND series, dramatically portraying "how people live together in different times and places." They listened and then discussed the problems that people face in living together in the modern, complex American society.

This was an <u>informal</u> group of men and women, most of whom had known each other before coming together to talk about the "ways of mankind." They were participating in a novel educational experience rather than playing bridge, watching TV,

going to the movies, or engaging in some other choice from the wide range of opportunities available in the community for leisure time activities.

This group was one of almost one hundred such groups that met regularly - usually in homes - during the WAYS OF MANKIND experiment, carried on in San Bernardino, California, from April to the middle of June, 1953.

JUST ANOTHER DISCUSSION GROUP?

The WAYS OF MANKIND Experiment represented a new departure in informal educational programs for adults. It was an initial exploration to determine whether it is possible - and practical - to mesh together in one powerful educational movement several elements which have never before been combined. Specifically, the experiment had these distinguishing characteristics:

1. Groups of people met regularly for nine weeks to listen to an outstanding radio program and then to discuss it. This was the first sustained combination of a radio program and discussion groups in the United States.

2. A large daily newspaper - the San Bernardino Sun-Telegram - cooperated by printing weekly, in advance of the broadcast, "discussion guides." These were supplementary articles on the same subject as the broadcast, followed by questions designed to stimulate discussion.

3. Most of the groups were natural "friendship groups" consisting of people who enjoyed each other and found the experience a worthwhile substitute for other things they might have been doing . (Very few groups were of the formal type with strangers brought together under a trained discussion leader.) This is a virtually untried method for organizing discussion groups. It offers an exciting new opportunity for extending adult education to people not normally reached by other methods.

4. The men and women who organized these home discussion groups were chiefly people without previous experience in leading discussion. Yet the meetings were, according to competent observers, vital, penetrating in the depth they reached, and achieved a higher degree of participation than is usual except for the most seasoned discussion group.

PURPOSES OF THE EXPERIMENT

The questions which this initial exploration sought to answer were many. In a broad general way, the hope was to discover ways to employ radio, TV and other powerful mass media to strengthen rather than to weaken the position of the individual in a democratic society. Could the mass communication "gimmicks" that are accused of creating a mass mind work instead to develop strong, independent thinking citizens of a free society? (The answer to this question was a resounding "Yes.")

More specifically, the experiment sought information and answers to questions which would be valuable in future, more extensive attempts to tie group discussion and mass media together.

1. Could and would radio and newspaper - two of the most powerful means of mass communication - work together in a joint educational program?

2. Would people form discussion groups on their own initiative to read the newspaper articles and listen to the programs?

3. If so, what kinds of people would take the lead? What kinds of people would come and where would they meet? What different organizational approaches to forming groups would turn up?

4. Would the groups formed last the full nine weeks or wither away after the initial excitement died down?

5. What kinds of discussions would these groups hold, lacking trained leaders? Would quality of the discussion have to be sacrificed in order to achieve quantity? (The assumption was that this would be true; the results were a happy contradiction.)

SCENE OF THE EXPERIMENT

The area chosen for the experiment was the city of San Bernardino, California, and the surrounding towns and countryside in the San Bernardino Valley. This area

is a natural geographic unit, rimmed by high mountains, and lying about forty miles inland from the Los Angeles Metropolitan area of Southern California. It is a community of communities transitional from an agricultural (citrus orchards and vineyards) to a machine and distribution type economy. The city of San Bernardino has a population of seventy-six thousand; the metropolitan area, one hundred and thirty-five thousand; and the San Bernardino Valley area exposed to the program, upwards of two hundred and fifty thousand. San Bernardino has been a lusty frontier town and is only beginning to turn to the critical examination of its future, emphasis on its cultural progress, and the development of harmony among its diverse population.

San Bernardino is one of the eleven cities participating in the Test Cities Project of the Fund for Adult Education. San Bernardino Valley College (a public, tax-supported junior college) cooperates with the Fund in this project and has created the Community Education Project as the administrative arm of the College to carry on this work. The Community Education Project had the responsibility for the WAYS OF MANKIND Experiment.

MATERIALS USED IN THE WAYS OF MANKIND EXPERIMENT

The experiment was built around a radio series bearing the common name of Ways of Mankind. The series consisted of thirteen programs, each of a half hour's duration, developed by the National Association of Educational Broadcasters, under a grant from the Fund for Adult Education. Dr. Walter Goldschmidt, anthropologist, University of California at Los Angeles, had over-all responsibility for developing the radio series. Nine of these programs were chosen for the Experiment.

The series constituted an introduction to basic anthropology. Educational in nature, the programs also represented American radio at its best. They were skilfully done, highly dramatic, interest-sustaining, and executed with humor and the light touch of top radio craftsmanship. Each program is different in format and

deals with a universal theme common to all peoples - those of ancient civilizations as well as such different contemporary civilizations as the American, the Chinese and the people of the South Sea Islands.

The themes used in the Experiment and their respective titles are

1. "A Word in Your Ear" -- a study in language.
2. "Stand-In for a Murderer" -- a study in culture.
3. "Survival" -- a study in technology.
4. "Desert Soliloquy" -- a study in education.
5. "Home Sweet Home" -- a study in family.
6. "When Greek Meets Greek" -- a study in values.
7. "The Case of the Sea Lion Flippers" -- a study in ethics.
8. "Legend of the Long House" -- a study in authority.
9. "Museum of Man" -- a summary.

Nine newspaper articles - each approximately 1500 words long - were specially written by Dr. Goldschmidt for this Experiment. Each article gave additional information about the subject treated in the radio program it was designed to accompany. Questions for discussion, printed at the end of each article, were developed by a volunteer group working through the Community Education Project.

TIMING THE EXPERIMENT

The Experiment came as the last major activity during the first year of the work of the Community Education Project in San Bernardino. It was a climax for the preceding discussion programs and provided a quick way of diffusing the interest developed by participants in those previous programs throughout the entire community.

INITIATING THE EXPERIMENT

The idea of the WAYS OF MANKIND Experiment originated with the staff of the Fund for Adult Education. Development of the program became the responsibility of Mr. Glen Burch, director of the Fund's Experimental Discussion Project. The Fund

suggested the experiment to Dr. Eugene Johnson, coordinator of the Community Education Project in San Bernardino. The Community Education Project enthusiastically assumed responsibility for local direction of the experiment. The Fund made the sum of two thousand dollars available to San Bernardino for local promotional and incidental expenses.

First Steps.

Securing the cooperation of the San Bernardino Sun-Telegram - an outstanding newspaper and the only one serving the entire San Bernardino Valley - became the first task. This was arranged in an interview with Mr. James A. Guthrie, Sun-Telegram publisher. This publisher, with a long record of distinguished service to the community, listened to one of the programs and liked it. He visualized the possibility of developing new channels of communication for bringing important problems to the consideration of the people. As detailed later in this report, the Sun-Telegram gave generously of "white space" both to print the discussion guides and to carry news stories relating to the Experiment.

Radio Station KFXM was next approached as offering one of the best listening publics in the area. The station management auditioned the program and volunteered not only a choice and convenient listening time (8:30-9:00 p.m. Thursday) but agreed to aid in the promotion of listenership and individual participation.

The support of one other key organization was deemed essential. This was the Chamber of Commerce, which auditioned one of the programs at a breakfast meeting of its Board of Directors. After listening to a presentation of the whole philosophy behind the Experiment, with particular attention to its significance as a new communication technique, the Chamber gave enthusiastic endorsement to the Experiment and aided considerably in its local promotion.

Thus the Fund for Adult Education joined with the San Bernardino Sun-Telegram, the Lee Brothers Broadcasting Corporation (KFXM), the San Bernardino Chamber of

Commerce, and San Bernardino Valley College's Community Education Project in a significant Experiment of national interest.

PROMOTING THE PROGRAM

All the promotional effort had two main goals - to interest large numbers of people in listening to the program, and to build up attendance at a special PREVIEW of the Experiment, held two days prior to the first broadcast. While widespread publicity was given to the importance of organizing discussion groups, the Preview was looked to as the chief method of actually stimulating people to commit themselves to the organizing of groups. (Details on the PREVIEW are given in a subsequent section of this report.)

The promotional campaign included these elements: (1) individual presentations to key individuals and groups; (2) a large banner across the main street of town announcing the program and inviting people to attend the preview; (3) a newspaper and radio publicity and advertising campaign; (4) preparation and distribution of a slick paper brochure describing the experiment in detail; (5) publicity releases to house organs of local organizations; (6) an informal build-up by interested people; and (7) the PREVIEW itself.

Of these promotional techniques, the newspaper and radio campaign and the distribution of the brochure may be of special interest to readers of this report. The Community Education Project bought 564 inches of display advertising space in the San Bernardino Sun-Telegram and lsser amounts in small weeklies and dailies in nearby communities. The advertising copy was prepared jointly by the advertising department of the Sun-Telegram, the Community Education Project, and the Valley College faculty member who handles publicity for the College.

The newspaper advertising was broken into three phases: (1) a "teaser" campaign to create interest, leading up to the release of the major advertising. Using the Experiment's initials - W O M - small three by five inch ads, appearing in several places in the paper each day for a period of ten days, gave successively more

information each day about the program. This culminated in the release of an 80 inch (almost a half page) ad on the Friday night before the Preview. Slightly smaller ads appeared morning and evening for the next four days (except for Saturday evening) with the last one appearing the evening of the Preview itself. On the Sunday before the Preview a special ad appeared in the Society Section, especially inviting the ladies to attend.

The third phase of the advertising began the night before the first broadcast. Another 80 inch ad announced the first program - "A Word in Your Ear." The next two radio programs were supported by 40 inch ads the day of the broadcast, and subsequent programs by a 15 inch ad on the day of the broadcast itself.

In addition to the advertising, the Sun-Telegram gave generously of its news columns to articles about the Experiment.

Radio advertising consisted of 50 floating spots on each of two local stations for four days leading up to the Preview and for the two days intervening between that and the first broadcast. In addition Radio Station KFXM, which carried the program, gave running publicity to it for the week preceding the Preview. Spot announcements consisted of a short excerpt from the first program (the wolf call from "A Word in Your Ear") together with pertinent details as to time and place.

The slick paper brochure was distributed not only to the mailing list which the Community Education Project had developed throughout its first year, but to a variety of other "natural" community centers. Bulk supplies were placed with the libraries, book stores, council of churches, P-TA's, Chamber of Commerce, laundromats, certain filling stations, and certain coffee counters in drugstores and cafes known to be gathering places. Key individuals were also given copies to distribute to their contacts. A delay at the printers prevented as widespread an advance distribution as had been desired.

THE PREVIEW

The Preview, held in the Valley College auditorium two nights prior to the first broadcast, was arranged with recruiting of group organizers clearly in mind. Arrangements were handled largely by a volunteer committee of the Community Education Project, consisting chiefly of people who had participated in previous discussion groups arranged by the Project.

The agenda of the Preview was designed to produce the maximum audience participation. The total program was explained, Dr. Goldschmidt described the development of the radio series, and excerpts from several of the programs were played.

Eight people, drawn from participants in previous discussion programs, staged a demonstration of a home discussion group in action. It was announced that an album containing all of the Ways of Mankind recordings would be awarded at the end of the series to the first ten groups to (1) organize, (2) register with the Community Education Office,(3) continue to exist throughout the series, and (4) submit weekly evaluations of the programs. Finally,the entire audience was divided into small buzz groups of six or seven people to formulate/questions about forming home discussion groups. Reporters from these buzz groups came to the stage and presented their questions to a panel of "experts" (persons with considerable previous experience in discussion groups.)

At the conclusion of the meeting, special manuals giving detaild instructions on how to organize Ways of Mankind listen-and-talk grups were distributed to all interested persons. On the way out of the auditorium those intending to organize groups were invited to register their groups and thus become eligible for the prizes.

The Preview generated a remarkable amount of enthusiasm and audience participation was almost one hundred per cent. Subsequent analysis showed that with the exception of a chain of groups organized by the County March of Dimes Committee, all group organizers were people who attended the Preview. The importance of this

meeting - and all the advance work that preceded it - cannot be overemphasized. It was here that people became personally involved and adopted the Experiment as their own.

GROUPS IN ACTION

Many of the people who helped create community enthusiasm for the program and many of those who became group organizers were persons who had participated in previous discussion groups, set up with the assistance of the Community Education Project. This leadership potential of the program is one of its most valuable features. It offers opportunities for people who have already emerged as leaders to develop into more mature leaders and it is a way of recruiting and training leaders for future programs.

Detailed records were kept on as many groups as it was possible to maintain contact with. These records yield valuable information pertaining to group size, method of organization which brought the groups together, quality of the discussion, kind of meeting places, duration of the group, reasons for disintegration (where this occurred), and other interesting aspects of the Experiment. These are summarized briefly below.

Statistics on the groups.

In all, 97 groups were reported. Thirty-four of these emerged from the Preview meeting. The balance (63) were organized by the County March ofDimes Committee which saw in the Experiment a unique opportunity for building firmer ties - during the dormant period of the Committee's work - among members of March ofDimes Committees in various communities throughout San Bernardino County. Statistics are not available for the number of people who participated in these March ofDimes groups, nor is other detailed information about them available. The data below, therefore, stem from only those groups registered directly with the Community Education Office. It is possible, of course, that other groups existed, unknown to the

Project Office since some individuals may not have cared to register their groups. Some evidence that this was true developed during the life of the Experiment.

In all, 402 individuals are known to have participated in the groups registered with the Project office. It is estimated that an additional five to six hundred participated in those organized by the March of Dimes.

The average size of the groups was twelve persons.

An estimated ten thousand persons listened regularly to the radio program. (Details on a radio survey appear later in the report.)

Of the thirty-four groups registered, twenty-three stayed together for the entire series, which lasted until the second week in June.

Organizing Principle.

Most of the groups met in private homes, and these ranged from very luxurious houses to very modest ones.

Three kinds of organizational principles were discovered: (1) natural "friendship" groups; (2) block groups; and (3) groups consisting of people drawn from the same formal organization (service club, P-TA, churches, etc.)

Of these, the "friendship" groups were the most successful from these standpoints: persistence of the group; growth in size; quality of discussion; spontaneity of participation; and personnal satisfaction expressed by the people involved. As used in this report, "friendship group" has a broader meaning than referring only to an existing group of friends. The term also includes people whom the organizer thought would enjoy each other. Usually these groups ripened rapidly into lasting "friendship" groups.

The block groups were the least successful. In all cases of those registered, the "block groups" disintegrated early. In some cases block groups were converted by the organizer into friendship groups. This had the effect of a blood transfusion in restoring vitality to the affected group.

The experiences of groups drawn from the ranks of the same formal organization were varied. In general, however, these groups lacked the intensity of involvement of the friendship groups and their discussions tended to drag. There were several outstanding groups in this category, however.

No attempt was made to organize groups under trained leaders and open to the general public in meeting places such as schools. These so-called "cross-sectional groups" rarely are that. Where they appear to be, case studies have shown they come chiefly from one social level with persons from other levels usually turning out to be social isolates more interested in being with people than in the actual subject of discussion.

While variables other than the organizing principle affected the success of all groups, some important inferences from the disparity between these three kinds of groups can be made. Sweeping generalizations on the basis of this one experience, of course, would be unwise, but these factors should be considered in planning future programs of this kind:

1. In friendship groups, there is a feeling of freedom and tolerance which frequently is lacking in other groups. People relax more easily with each other and talk more readily about controversial subjects. Members of this kind of group can be brought together more easily. Intellectual exercise becomes an enjoyable pastime. Research has also shown that fundamental attitude changes are more likely to occur in this kind of group than in others; for opinion tends to be a group product, shared by all group members, and a shift in the group norm is likely to be followed by shifts in individual opinion.

2. Block groups (consisting of people living in the same block or immediate neighborhood) are not natural groups and in this Experiment did not tend to develop into natural groups. The reasons for this are varied but some contributing factors can be identified. In a modern urban setting, friendship ties are only by accident

on a neighborhood basis. Friendship ties are more likely to develop on the basis of job, church, acticity, or organizational contacts than on the basis of where people's homes are located. During the Experiment, Ways of Mankind block groups had to compete with these other stronger, existing ties for the time and attention of people in the block, many of whom were virtually strangers to each other. This competition proved insurmountable. Furthermore, block groups tended to inherit whatever frictions and animosities may have previously developed among neighbors, and this inhibited discussion, naturally enough. It should be noted, however, that no block groups were attempted in what may be termed "homogeneous neighborhoods" - neighborhoods where people felt a strong sense of identification with each other on the basis of poverty, race, or ethnic background or other factors. Where these factors are associated with distinct neighborhoods block groups might possibly succeed.

3. Members of groups organized from ranks of the same formal organization sometimes appeared to attend more from a sense of duty than from strong personal desire. Their participation frequently was both intermittent and perfunctory.

Backgrounds of group members

Members of the same "friendship" groups tended to have some common bond which enabled them to identify easily with the total group. Usually, but not always, this was social-economic level. For example, consider the membership of these groups:

Group One: Doctors, lawyers, very successful businessmen, persons holding responsible executive positions in business establishments or governmental agencies, and their wives.

Group Two: Carpenter, garage mechanic, store clerk, airplain repair welder, and their wives.

Professional interest also tended to bring people together. Two groups primarily of school teachers and librarians were reported.

An especially interesting and successful group was composed of people who had in common a well-developed aversion to racial and religious prejudice, its members believing that people should be accepted on their own merits without regard to artificial differences. This group included Caucasians and Negroes; Catholics, Protestants and Jews; and Mexican-Americans. The occupational background of these people varied extremely, including a plumber, a lawyer, a school teacher, a domestic worker, grocery store owner, a retired business man, and a P-TA leader.

It is essential in attempting to organize groups on a natural "friendship" basis to understand the importance of identification; it is the key to success. As stated above, identification will usually be on the basis of social-economic background, but other factors - as the Experiment demonstrated - may sometimes prevail for some people.

In general, an analysis of the kinds of people in Ways of Mankind groups revealed that most of them came from white collar, business, and professional groups. One major insight clarified by the Experiment, therefore, is that promotion for future programs of this kind must emphasize involving more people from a wider range of population segments at the early, interest building stage. Of particular importance is it to identify those individuals who appear to have prestige and natural followings in their own social groups. These will frequently be individuals whose names never appear in the newspapers and are generally unknown in the community at large. For example, if it is desired to reach the employees of a shop, mill or store, it is more important to find out whom these employees regard as leaders in their daily life and to interest these leaders than it is to interest the manager, owner or foreman. It is desirable, of course, to reach these people too, but they are not always the best way to reach the bulk of the employees. Careful study of each situation is the only road to success. There is no magic formula.

Geographic spread.

Groups existed in all the communities in the immediate San Bernardino area. In the city itself, a spot map showed that the majority of the groups were in areas where the homes of successful business and professional people are located. This could be expected from the analysis of occupational backgrounds of groups members given above.

Meeting places.

With few exceptions, groups met in private homes. The same group usually rotated around among the homes of its members, although some groups met always in the same home. Exceptions to the home as a meeting place were two groups in schools, two in churches, and one in a clubhouse.

Age level.

Data were not collected on the age level. Observation, however, indicated that most groups appeared to range between thirty and fifty. There were exceptions to this and one group included three persons over seventy.

Surprisingly, high school students enjoyed the broadcasts as much as adults. Teachers in several high schools gave class assignments based on the program and reported good results. There were also several reports of high school and college-age students meeting voluntarily to listen to the broadcasts.

Observations on the discussion.

Periodic visits were made to ten of the groups selected for more careful study. The observers of these groups were all people with extensive experience in group discussion. These observer teams met before the visitations for briefings and immediately afterward to compare findings. Among their general conclusions were these:

1. Discussion appeared to be more vital in the friendship-type group than among the others.

2. The discussions were amazingly stimulating and achieved penetrating insight into the problems.

3. All members participated in the discussion.

4. The discussions progressed effectively without trained leaders. It had not been necessary to sacrifice quality for quantity.

5. One or more group members usually played the role of keeping the discussion on the general track. This was a spontaneous development, seldom consciously directed.

The members exhibited a high degree of personal enjoyment. When queried as to their satisfaction, they were almost unanimous in their enthusiasm for the experience.

GROUP DISINTEGRATION

Eleven groups that started failed to reach the finish line. Limitations of budget, time and energy prevented gathering data which would establish clearly the reasons for disintegration in each case. Very limited interviewing, however, revealed the following causes:

1. The block groups, as previously discussed, proved too weak a foundation to build on. Of the four groups started, two broke up completely, and two were converted to more natural "friendship" groups.

2. Competition of other activities in which people had previously engaged reasserted itself after the initial flush of excitement over the Experiment had died down. Some people apparently found the weekly attendance too exacting in its demands on their time. They preferred to watch TV, go to other meetings, or engage in other activities which previously had engrossed them.

3. Poor radio reception in some areas where groups had organized discouraged the group members after one or two meetings and they disbanded.

4. One group broke up following the death of one of its leading members in a tragic airplane crash.

REACTION TO THE MATERIALS

Radio programs.

Group members expressed a high degree of satisfaction with the radio series. The most enthusiastic response was to these individual programs: "A Word in Your Ear", "When Greek Meets Greek", and "Survival."

The least enthusiasm was shown for "Stand-in for a Murderer" and "The Case of the Sea Lion Flippers."

The radio programs, in the judgment of group members, fill their dual role admirably - that of providing a common fund of information and a dramatic stimulus to discussion.

Newspaper articles.

The newspaper articles were read in advance by only about fifty per cent of the group members. Those who had read them tended to rate them as "helpful" but not "indispensable."

Reactions to the questions designed for discussion were so varied as to permit no generalizations. Some groups rated the questions "indispensable" while other groups said they made no contribution at all. The questions were used by approximately 50 per cent of the groups, the others preferred to follow their own bent.

It is obvious that the role of the newspaper in an experiment of this kind needs to be re-thought. In retrospect, it appears that the straight essay type presentation is not the most effective use of the newspaper for mass communication of ideas. The possibility of using the printed page to present a welding of line drawings and text should be examined. A less formal or a "featurized" approach in the writing of supporting articles might produce more readers. A society or gossip column coverage of the total program might prove very rewarding. In general, it now appears that newspaper space could be best employed for purposes other than supplying data paralleling that carried by the broadcast. The press can build

interest, recruit, and direct original activities, but it must be considered a questionable source of straight discussion data in this type of operation.

RADIO SURVEY

A survey to determine the size of the radio listening public not participating in discussion groups as such was carried on during the seventh broadcast in the series. The sample consisted of one per cent of the 26,000 names listed in the San Bernardino city telephone directory. A corps of volunteers was recruited and trained to conduct the survey.

During the broadcast a total of 260 calls were made to residences within the city limits; 183 were completed. 109 homes were watching one of seven TV channels receivable in the area, 22 were listeneding to radio. Of the 22 radio listening homes, 10 were listening to the "Ways of Mankind" program. 19/other persons answering had listened to previous "Ways of Mankind" broadcasts and could identify individual programs. 23 more persons expressed some familiarity with the series but were rather hazy when asked for specifics. In no case was anyone identified with a discussion group contacted.

Running these data through one radio survey formula, we will note that the "Ways of Mankind" broadcast captured roughly 9.2% of the total radio and television sets in use. On the other hand if we "hooperize" the radio sets-in-use figure alone, we discover that the program had built itself a 44.4% share of the radio listening audience. This, in the face of the program competition of three separate (and with good reception) national network stations (two in Los Angeles, one local) plus the local fare of eight independent stations.

A number of conclusions can be supported directly by these figures. First of all that there is an audience for well-produced educational radio, whether or not the programs are shored up with organized receptor groups. What portion of this audience was attracted by the extensive promotion given the "Ways of Mankind" series, what portion grew out of previous listening habits, or dial twisting encounter with a given broadcast is impossible to assess.

As concerns the San Bernardino area, it can be seen that television has long since outstripped radio in becoming a major source of at-home evening entertainment. (The Community Education Project at San Bernardino Valley College is now planning to develop a TV series, using the techniques of the "Ways of Mankind" experiment.)

Of course the method of survey, the sample selected, and the very mode of questioning can all be challenged. However it would seem that the formula applied (the selection of each 100th residential telephone listed) and the number of calls made, would compare more than favorably with the performance of commercial radio listening survey teams that from time to time have been employed to investigate listenership in San Bernardino.

Projecting the one percent sample to the total population of San Bernardino, a listening audience of roughly 2,500 is obtained. Since the population in the area covered by the experiment is approximately four times this, a very rough projection of the San Bernardino sample yields an estimated listening audience of 10,000 people who enjoyed the "Ways of Mankind" program. It might be pointed out that the sample, if it errs, is on the conservative side. It obviously does not include the people who were away from their homes because they were participating in discussion groups. Nor does it include people who may have listened to a rebroadcast of the program on Sunday afternoons. (The rebroadcasting was arranged for people who could not get the program in the evening but could during the day because of differences in the transmitting angle of the station.) A third factor was the mail response to the program. Mail response was considerably higher from communities where TV reception is non-existent than in San Bernardino where TV reception is good in most parts of the city. The radio audience was unquestionably greater in the non-TV areas, but it was impossible to check this.

EVALUATION TECHNIQUES

Weekly Report Sheets. These were submitted by most of the groups registered. The sheets furnished data on the quality of the discussion, the topics discussed,

attendance, reaction to the materials employed in the experiment, and special problems that arose. At first these were filled out by the group organizer. The procedure was subsequently changed and the entire grouptook the last part of the discussion period to react to the questions on the weekly evaluation form. Most of them reported that this was an enjoyable experience.

Meetings with group organizers.

Two of these were held during the course of the experiment to clarify the reactions on the weekly report form, to establish areas of agreement among the groups regarding the Experiment, and to develop additional information beyond that recorded on the weekly reports.

Observation.

Ten groups were visited two or more times during the course of the experiment by competent observers who were specially briefed for this task. Their reports have been previously summarized.

A final meeting at the conclusion of the series.

This meeting, held after the middle of June, was attended by about 200 people who had participated in groups or had heard the program on the air. The albums of recordings of the "Ways of Mankind" series were distributed to the groups that had won them. A remarkable degree of enthusiasm was exhibited in this final meeting. Buzz groups were formed to obtain general reactions to the Experiment as a whole. There were repeated calls for a new series of programs at a later time.

REACTIONS TO THE TOTAL EXPERIMENT

From the long list of varied reactions to the Experiment, these stand out as characteristic of the feelings ofmost of the people who participated:

1. They regarded the entire Experiment as a very successful undertaking and requested similar programs in near future.

2. A greatly increased understanding of American society in all its complexities was reported by practically all participants.

3. The chief enjoyment came from the people they were with. Over and over again, this was cited as the factor most enjoyed. Several school teachers who participated in one group reported they decided to stay in the community rather than accept offers of employment elshwere, because they enjoyed the friendship of the people brought together through their "Ways of Mankind" group.

4. The participants rediscovered, in many cases, radio as a valuable way of spending leisure time.

5. The stimulus to think. Many people reported they had "gotten out of the habit" of thinking or talking about serious matters. They found the intellectual exercise enjoyable. One woman said:

> "Before this experiment started I used to talk to my neighbor over the fence on my left about her flower garden. I used to talk with my neighbor on the right over the fence about our children's diets and the condition of their "b.m.'s"! Now at last I have something I really want to talk about."

6. A growing appreciation of the people of other cultures. One man reported he had never before "understood anything about the people of other societies." He had thought them "different" and therefore, "odd".

CONCLUSIONS

These appear to be the main experiences gained from the "Ways of Mankind" Experiment.

1. Radio and newspaper can work effectively together to stimulate the organization of discussion groups and to nurture those which come into existence. The long-cherished dream of integrating mass media and discussion groups is practical.

2. Natural friendship circles appear to offer the best basis for organizing discussion groups when this kind of "remote control" approach is employed.

3. It is not necessary to sacrifice the quality of discussion in order to achieve quantity. A carefully selected radio program, designed to touch off the natural well-springs of human interest and concern will lead to discussion as vital and penetrating as that of a carefully organized graduate seminar.

4. Publicity and advertising alone will not bring discussion groups into existence. An enormous amount of leg work and the careful involvement of people who are leaders in various population segments is necessary. Publicity should be directed toward discovering these leaders, enlisting their help, and making easier their job of attracting interest within their prestige circles. There is a two-step process in the use of mass media to promote a program: (a) The material must arouse the interest of opinion leaders in various community groups; and (b) the opinion leader must bring the material actively to the attention of his group.

5. In enlisting people at the early stage, it is important to see the community in termsof its major population segments. Identification of people with each other - usually, but not always on the basis of social-economic background- is the correct basis for slicing up a community into population segments.

6. The newspaper can best be used to stimulate interest in the program, keep groups in touch with each other, develop a feeling of camaraderie, and to dramatize and interpret the program. Material designed to supplement the radio broadcast can be distributed separately by mail or in bulk supplies to groups which register. Sources of supplementary material, to be found in libraries and other places, can also be pointed out to grupp members.

7. Home discussion groups can function effectively without trained discussion leaders. Trained leaders can perhaps best be used as resource persons to sit in occasionally with groups and to help them analyze their difficulties.

8. Finally, a program of this sort should <u>not</u> be an isolated activity. It draws on the leadership developed in other kinds of liberal adult education programs and becomes itself a major way of developing additional leadership. It needs to be set firmly in the context of a growing and broadening community-wide program.

The "Ways of Mankind" Experiment was an initial and limited reconnaissanceinto a no-man's-land of education. Enough evidence was gathered to reveal that an exciting opportunity of almost unbelievable proportions awaits those individuals and institutions who will grasp it.

Eugene I. Johnson and John E. Harder

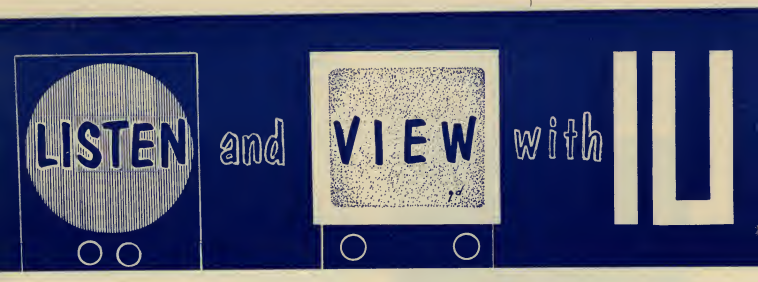
N.Y. Times - 6/29/53

A CITIZEN TO BE MISSED

Dr. Oliver C. Carmichael's resignation as president of the Carnegie Foundation for the Advancement of Teaching, to become president of the University of Alabama next fall, means that New York will be losing a highly useful citizen. The loss to the Foundation, which he has led since 1946 through numerous studies and activities contributing to educational advance, is evident. But beyond that Dr. Carmichael has been a constructive and energetic force in many community affairs. He was a leading figure in the Owen D. Young commission that studied the need for establishing a state university in New York, and since 1948 has been chairman of the board of trustees of the university. He will be leaving that post as well.

A native son of Alabama and for some years a college and university president in Alabama and Tennessee, Dr. Carmichael will be returning to the task of strengthening still further the school and university resources of the South, a movement that through recent years has made much excellent progress. The Carnegie Foundation has had no small part in helping achieve that progress. We shall miss his inspiring leadership here, but are grateful for having had him on loan from the South for a few years.

TV Misc



Bulletin of the Department of Radio and Television, INDIANA UNIVERSITY, Bloomington, Indiana
Vol. II, No. 2 Mark Munn, Editor September-October, 1953

A Look at I.U. Radio and TV

One of the recent educational trends is the offering of television courses for credit; during the past few years about a dozen institutions have presented such programs. And, now that I.U. has its own studio, two such courses are scheduled for this fall.

The first, Fine Arts H100, Art Appreciation, will deal with many phases of art, and is offered for either two credits or a certificate. It'll be seen Mondays and Thursdays at 1:30-2:00 P.M. on WTTV for twelve weeks, starting Sept. 28. Representative art of various periods will be shown, including painting, sculpture, and architecture. Professor Henry R. Hope, Chairman of the Department of Fine Arts is in charge.

The other course will be seen on Tuesdays and Fridays, also at 1:30-2:00 P.M. on WTTV for twelve weeks. It's offered for three credits or a certificate. Professor Harold Whitehall, Chairman of Linguistics, will present different aspects of the American language, such as its origin or dialects, on each program.

If you're interested in either or both of these courses, contact the Correspondence Study Bureau, Division of Adult Education and Public Services, here at I.U.

Remember, *Art Appreciation* on Mondays and Thursdays, and the American language on Tuesdays and Fridays. The time and date: 1:30 P.M., Sept. 28. The station: WTTV.

This issue of *Listen and View With I.U.* is the second of our new size; we think it looks better and is easier to read, and hope you do, too.

However, because of circumstances beyond our control, starting with this issue, *Listen and View With I.U.* will appear every other month, at least for the near future. Nonetheless, each issue will still bring you music listings, the WFIU Program Schedule, and television programs, all expanded to cover the new two-month period. This bulletin brings you material for September and October.

Remember, *Listen and View With I.U.* comes to you without charge; if you're not on our mailing list, send in your name now, along with those of your friends. *Listen and View With I.U.* is designed to tell you about your Indiana University Radio and Television Service.

Indiana School of the Sky

Beginning the week of Oct. 5, Hoosier teachers will have available five series of radio programs for use in their classrooms. During that week the *Indiana School of the Sky* will begin its seventh year of in-school broadcasts.

Indiana School of the Sky production in rehearsal.

Programs for the first semester will be heard from Oct. 5 to Dec. 25, and for the second semester from Feb. 22 to May 14. They'll be broadcast by many stations throughout Indiana; a complete list, along with the times of broadcast will be found in the next column.

During the first semester Hoosier teachers and their pupils will hear on Mondays *Making Good,* a series about guidance; on Tuesdays *Sharing Adventure,* about books; on Wednesdays *The Children's Workshop,* promoting child creativity; on Thursdays *Each in Its Own Voice,* about musical instruments; and on Fridays *It's Your World,* a news review.

With one exception, all these series will be continued during the second semester. *Making Good,* though, heard on Mondays, will be replaced by the *Folklore of Indiana,* the series recently completed by I.U. under a grant from the Fund for Adult Education and the Ford Foundation.

Professor George C. Johnson, the Department's Educational Director, has supervised the preparation of a teacher's manual for use in conjunction with the programs. If you're a teacher, write for your free copy to the station nearest you carrying these programs.

Stations carrying the programs and times of broadcast are: WFIU, Bloomington, 2:30 P.M.; WHBU, Anderson; WTTS, Bloomington; WANE, Fort Wayne, 2:00 P.M. MWF; WVSH, Huntington, 10:15 A.M.; WISH, Indianapolis, 1:45 P.M.; WNAS, New Albany, 1:30 P.M.; WPGW, Portland, 11:15 A.M.; WSLM, Salem; WHOT, South Bend, 12:30 P.M.; WRSW, Warsaw, 2:30 P.M.

Television Shows

During September and October, *Family Spotlight* will continue to take a look at the family and its problems, with particular attention focused on health. The series is seen over WTTV, on Mondays from 1:30 to 2:00 P.M. Beginning the week of Sept. 28, however, it'll be shifted to Wednesdays at the same time.

Also during the week of Sept. 28, the two series for credit will first be seen. Fine Arts H100, Art Appreciation, is scheduled for Mondays and Thursdays and Linguistics L103, Introduction to the Study of Language: Content and Techniques of Linguistics, for Tuesdays and Fridays. Time for all these programs is from 1:30 to 2:00 P.M., and the station is WTTV.

Two other I.U. shows are also slated to make their first appearance on WTTV during October. There'll be *The World Today,* which went off the air in July. Each program in the series presents a different nation and attempts to understand its place in the current world situation.

The other new series is *I.U. Presents,* which will offer a new, different, and entertaining feature each week. Day and time of broadcast for both these series will be announced later.

Football Games Scheduled

For the first time, the Indiana University Radio and Television Service will originate radio broadcasts of all but one of I.U.'s football games this fall. The broadcasts will be fed to a network of Indiana stations, so that no matter where you live in Indiana, this fall you'll be able to follow I.U. football.

Here's the schedule of the games and the times of broadcast: Sept. 26, at Ohio State, 12:45; Oct. 10, Marquette, 1:15; Oct. 17, at Michigan State, 12:45; Oct. 24, at Iowa, 1:15; Oct. 31, Missouri, 1:15; Nov. 7, at Minnesota, 1:15; Nov. 14, Northwestern, 1:15; and Nov. 21, Purdue, 1:15. The one game that will not be carried is the I.U.-Southern California game, which will be played on the west coast, Friday night, Oct. 2.

The play-by-play description will be handled by Ed Young; George Willeford will supply the color and background information.

In order to carry the I.U. games, WFIU has cancelled all its regularly scheduled Saturday afternoon programs. *Treasury of Music*, however, will be moved to 7:30 Saturday nights, starting Oct. 10. *A World of Music*, currently heard at that time, will be shifted to Sundays at 6:30 P.M., beginning Oct. 11. Starting that same Sunday evening, *B.B.C. Theatre* will be heard for an hour starting at 8:00 P.M.

A complete list of stations carrying the I.U. games will be available in the next issue of this bulletin.

Women's and Children's Shows

A new women's program will soon be available to southern Indiana homemakers. Beginning the week of Sept. 7, WFIU's woman's program, *Largely for Ladies,* currently heard for fifteen minutes at 4:30 P.M., will be expanded to a half-hour daily, and broadcast at 2:00 P.M.

For the kiddies, WFIU continues to offer programs every afternoon at 5:00, except Sunday. There's the *Magic Music Box, Rio Roper, Stories 'n Stuff,* and the *Children's Hour.* And they're all programs designed for children by a child expert.

Visiting Indiana's Industries

Some thirty Indiana stations—with probably more in the future—are currently broadcasting *Visiting Indiana's Industries.* These programs were only recently completed by the Indiana University Radio and Television Service, and consist of visits to thirteen important Hoosier industries. Stations carrying the series and times of broadcast are: WFIU, Bloomington, Thursdays, 8:30 P.M.; WCBC, Anderson, Saturdays, 5:45 P.M.; WBIW, Bedford, Saturdays, 2:30 P.M.; WTTS, Bloomington, Saturdays, 5:00 P.M.; WBNL, Boonville, Fridays, 3:00 P.M.; WEOA, Evansville, Wednesdays, 8:30 P.M.; WGBF, Evansville, Saturdays, 12:30 P.M.; WJPS, Evansville, Tuesdays, 7:15 P.M.; WANE, Fort Wayne, Wednesdays, 9:00 P.M.; WFL, Fort Wayne, Sundays, 4:30 P.M.; WOWO, Fort Wayne; WFBM, Indianapolis, Sundays, 9:00 P.M.; WIBC, Indianapolis, Sundays, 6:00 P.M.; WIRE, Indianapolis, Saturdays, 8:00 P.M.; WKEI, Kewanee, Ill., Tuesdays, 8:30 P.M.; WIOU, Kokomo, Wednesdays, 8:30 P.M.; WINL, Lebanon, Saturdays, 2:00 P.M.; WBAT, Marion, Sundays, 5:30 P.M.; WMRI, Marion, Sundays; WLBC, Muncie, Saturdays, 6:30 P.M.; WCTW, Newcastle, Saturdays, 9:30 A.M.; WKBV, Richmond, Tuesdays, 7:30 P.M.; WSLM, Salem, Wednesdays, 7:30 A.M.; WJCD, Seymour, Sundays, 9:30 P.M.; WHOT, South Bend, Sundays, 9:30 P.M.; WSBT, South Bend, Sundays, 9:00 P.M.; WTHI, Terre Haute, Fridays, 8:30 P.M.; WKAM, Warsaw, Saturdays, 10:00 A.M.; WFML, Washington, Sundays, 10:30 A.M.; and WBAA, West Lafayette, Tuesdays, 7:30 P.M.

WFIU Progr

September —

A Member of the National Asso

	103.7 Megacycles		33 Kilowatts	
Central Time	MONDAY	TUESDAY	WEDNESDAY	THU
12:55	News	News	News	News
1:00	Afternoon Concert	Afternoon Concert	Afternoon Concert	Afternoon
1:15	" "	" "	" "	"
1:30	" "	" "	" "	"
1:45	" "	" "	" "	"
2:00	Largely for Ladies	Largely for Ladies	Largely for Ladies	Largely for
2:15	" " "	" " "	" " "	" "
2:30	Afternoon Varieties [1]	Afternoon Varieties [1]	Afternoon Varieties [1]	Afternoon
2:55	News	News	News	News
3:00	Interlochen Music	Mental Health	World Orchestras	British We
3:15	" "	" "	" "	"
3:30	" "	" "	" "	Ballad Hu
3:45	" "	" "	" "	Homes on
4:00	The Broadway Parade	Gramophone Gaities	Concert Master	20th Centu
4:15	" " "	" " "	"	" "
4:30	News-Music	News-Music	News-Music	News-Musi
4:45	Bible Readings	Bible Readings	Bible Readings	Bible Read
5:00	Magic Music Box	Magic Music Box	Magic Music Box	Magic Mu
5:15	Rio Roper	Here's to Veterans	Serenade in Blue	"
5:30	From the Library	From the Library	From the Library	From the L
5:45	U.N. News	Vistas of Israel	Songs of France	Your Navy
6:00	News	News	News	News
6:15	Sports	Sports	Sports	Sports
6:30	Dinner Music	Dinner Music	Dinner Music	Dinner Mu
6:45	" "	" "	" "	" "
7:00	Melody Mixer	Melody Mixer	Melody Mixer	Melody Mi
7:15	" "	" "	" "	"
7:30	From the Library	From the Library	From the Library	From the L
7:45	Adventures in Research	U.N. Story	Excursions in Science	Folklore of
8:00	Gay Paree	French Masterworks	Chicago Roundtable	Interlochen
8:15	" "	" "	" "	"
8:30	Proudly We Hail	Gilbert & Sullivan	Voices of Europe	Visiting In
8:55	" " "	" " "	" " "	"
9:00	Evening Concert	Evening Concert	Evening Concert	Evening Co
9:15	" "	" "	" "	"
9:30	" "	" "	" "	"
9:45	" "	" "	" "	"
10:00	News	News	News	News
10:15	Sign-Off	Sign-Off	Sign-Off	Sign-Off

[1] *Indiana School of the Sky* starts week of Oct. 5.

[2] Will be heard Saturdays 7:00-8:55 P.M. starting Oct. 10.

[3] Will be heard Sundays 6:30-8:00 P.M. starting Oct. 11.

[4] Will be heard Sundays 8:00-9:00 P.M. starting Oct. 11.

FOOTE

ALL PROGRAMS ARE SUBJECT TO CHANGE

D

am Schedule

October, 1953

ciation of Educational Broadcasters

"Indiana's Sixth Most Powerful Station"

RSDAY	FRIDAY	SATURDAY	SUNDAY	Central Time
	News	Off the Air	Off the Air	12:55
Concert " " "	Afternoon Concert " " " " " "	News Tommy Dorsey Collector's Concert " "	News—Music of the Dance Drama of Poetry " " "	1:00 1:15 1:30 1:45
Ladies " Varieties [1]	Largely for Ladies " " " Afternoon Varieties [1] News	Musical Pot-Pourri " " " " " " News	Your Sunday Opera " " " " " " " " "	2:00 2:15 2:30 2:55
klies " nter he Land	Paris Star Time " " " Aging Successfully " "	Treasury of Music [2] " " " " " " " " "	Your Sunday Opera " " " " " " " " "	3:00 3:15 3:30 3:45
ry Music "	Curtain Call " " " News-Music Bible Readings	Treasury of Music [2] " " " Matinee Melodies " "	Your Sunday Opera " " " Great French Writers " " "	4:00 4:15 4:30 4:45
ic Box " brary Show	Stories 'n Stuff " " " From the Library Accent on Melody	Children's Hour " " Guest Star Lawrence Welk	Chamber Music " " " " " "	5:00 5:15 5:30 5:45
sic	News Sports Dinner Music " "	News Sports Dinner Music " "	News Sports B.B.C. Theatre [4] " "	6:00 6:15 6:30 6:45
ker "	Melody Mixer " " "	Jazz Journey " "	B.B.C. Theatre [4] " "	7:00 7:15
ibrary Indiana	From the Library Treasure Chest	A World of Music [3] " " " "	" " " "	7:30 7:45
Artists " lustries "	UNESCO Evening Serenade Learning for Life " " "	A World of Music [3] " " " " " " " " News	B.B.C. Theatre [4] " " America's Composers " "	8:00 8:15 8:30 8:55
ncert " " "	Evening Concert " " " " " "	Evening Concert " " " " " "	Masterworks of Music " " " " " " " " "	9:00 9:15 9:30 9:45
	News Sign-Off	News Sign-Off	News Sign-Off	10:00 10:15

ALL: WFIU will carry I.U. football games with broadcasts starting at the following times. All regular Saturday programs to 4:30 P.M. will be cancelled. Sept. 26, at Ohio State, 12:45 P.M.; Oct. 10, Marquette, 1:15 P.M.; Oct. 17, at Michigan State, 12:45 P.M.; Oct. 24, at Iowa, 1:15 P.M.; and Oct. 31, Missouri, 1:15 P.M.

uring the summer months WFIU observes Central Daylight Saving Time.

Departmental Bulletin

The Department now has ready for distribution its bulletin describing the new curricula in radio and television. With these new curricula complete professional training in both radio and television is available at I.U., training that includes extensive practical experience in the Department's own laboratories.

If you're interested, write now to the Indiana University Radio and Television Service for your copy of this new bulletin!

News Programs

WFIU daily offers you complete news coverage. You hear five-minute summaries throughout the day, and complete roundups—including local and campus news—at 6:00 and 10:00 P.M.

Besides this, WFIU airs the *Chicago Roundtable* and other interpretive programs. Still other series such as *UN News* and *UN Story* deal with the UN. For news and interpretation, it's WFIU!

A World of Music

This series has as its goal the presentation of unusual music that is infrequently heard. The music is organized around a central theme each week.

It'll continue to be heard Saturday evenings from 7:30 to 8:55 P.M. through Oct. 3. Beginning the following Sunday, it'll be heard Sundays starting at 6:30 P.M. Themes for September and October are:

September
5 Music about People
12 An all-Bach Program
19 A Program of Waltzes
26 Popular Operatic Arias

October
3 An all-Beethoven Program
11 Music of the Baroque
18 Music with a Folk Basis
25 Music about Fall

TV Producer-Director

Only two months ago, the Indiana University Radio and Television Service acquired another new staff member. He's Jack Sheehan, and he comes to I.U. from station WPFB in Middletown, Ohio.

Jack was born back in 1924, in Cleveland Heights, Ohio. He usually thinks of himself as a Buckeye, for he's lived most of his life in Ohio, and he graduated from Cleveland Heights High School.

During the last war, he served in the Armed Forces for three years. During the War itself, he was a member of the Signal Corps, serving in Europe. After the fighting ended in 1945, he joined a soldier show troupe in Paris, and helped entertain returning soldiers. He had the good fortune to work in musicals with such people as Mickey Rooney and Bobby Breen, and in plays with Billy Halop, Constance Dowling, and Raymond Massey.

In 1943 he married Elinor Popkins. They have two children: Mark, aged 4, and Terry, aged 2.

After returning to the States, he entered Miami University at Oxford, Ohio, where he majored in theatre, and obtained both an A.B. and an A.M. He then joined their staff and taught public speaking and theatrical techniques.

About three years later the lure of radio took hold, and he joined WPFB in Middletown as its News and Music Director. Then came the job of Continuity Director, and finally, Program Director.

Here at I.U. he's an instructor and teaches courses in announcing and radio-TV advertising. He also produces many of our radio and TV shows —all of which keeps him rather busy.

Your Sunday Opera

Like opera? Wish you could hear more of it? You can over WFIU, for your University station broadcasts a complete opera every Sunday from 2:00 to 4:30 P.M. Operas range from the familiar to those rarely heard much less performed.

During the first months of this new season, *Your Sunday Opera* will broadcast a number of well-known operas. If you're a follower of the Metropolitan Opera broadcasts, you'll have an opportunity to hear many of those same operas on WFIU during the coming months. Operas scheduled are:

September
6 Spontini, *La Vestale*
13 Wagner, *Tristan und Isolde*
20 Puccini, *Tosca*
27 Verdi, *Simon Boccanegra*

October
4 Debussy, *Pelleas et Melisande*
11 Mozart, *The Marriage of Figaro*
18 Strauss, *Der Rosenkavalier*
25 Verdi, *Rigoletto*

Treasury of Music

Treasury of Music is designed to present compositions that for some reason or other are not usually broadcast. You'll hear choral works and others of unusual length on this series, besides interesting groups of works.

Currently, *Treasury of Music* is heard Saturday afternoons from 3:00 to 4:30. There will be no broadcast on Sept. 26, and starting Oct. 10, *Treasury* will be aired Saturday evenings starting at 7:30. During the coming months, you'll hear:

September
5 Schutz, *St. Matthew Passion*
12 Vivaldi, *Conflict Between Harmony and Invention*
19 Haydn, *Saint Cecilia Mass*

October
3 Hindemith, *Marienleben*
10 Vivaldi, *The Seasons;* Glazaounov, *The Seasons*
17 Bizet—Orchestral Works
24 Renaissance Choral Music
31 Beethoven, *Symphony No. 6,* "Pastoral"; Vaughan Williams, *A Pastoral Symphony*

Featured Selections on WFIU Music Programs

SEPT. 1, TUESDAY
1:00 Gershwin—*Porgy and Bess* Excerpts
9:00 Tchaikovsky—*Sleeping Beauty*
SEPT. 2, WEDNESDAY
1:00 Lehar—*Der Zarewitsch*
9:00 Schubert—*Symphony in C Major*
SEPT. 3, THURSDAY
1:00 Tchaikovsky—*Symphony No. 5*
9:00 Rachmaninoff—*Symphony No. 2*
SEPT. 4, FRIDAY
1:00 Schubert—*Symphony No. 7*
9:00 Tchaikovsky—*Swan Lake*
SEPT. 5, SATURDAY
3:00 Schutz—*St. Matthew Passion*
7:30 Music About People
9:00 Wagner—*Die Meistersinger* Excerpts
SEPT. 6, SUNDAY
2:00 Spontini—*La Vestale*
5:00 Berg—*Chamber Concerto*
9:00 Masterworks of Music
SEPT. 7, MONDAY
1:00 Mozart—*Requiem Mass*
9:00 Sullivan—*Pineapple Poll*
SEPT. 8, TUESDAY
1:00 Puccini—*La Boheme* arr. for orch.
9:00 Tchaikovsky—*Symphony No. 6,* "Pathetique"
SEPT. 9, WEDNESDAY
1:00 Dvorak—*Symphony No. 5,* "From the New World"
9:00 Moussorgsky—*Boris Godounov* Excerpts
SEPT. 10, THURSDAY
1:00 Bloch—*Sacred Service*
9:00 Sibelius—*Symphony No. 2*
SEPT. 11, FRIDAY
1:00 Beethoven—*Symphony No. 6,* "Pastoral"
9:00 Schumann—*Symphony No. 2*
SEPT. 12, SATURDAY
3:00 Vivaldi—*Conflict Between Harmony and Invention*
7:30 An All-Bach Program
9:00 Beethoven—*Concerto No. 5,* "Emperor"
SEPT. 13, SUNDAY
2:00 Wagner—*Tristan und Isolde*
5:00 Chausson—*Concerto for Violin, Piano, and String Quartet*
9:00 Masterworks of Music
SEPT. 14, MONDAY
1:00 Sibelius—*Symphony No. 1*
9:00 Brahms—*Piano Quintet in F Minor*
SEPT. 15, TUESDAY
1:00 Beethoven—*Symphony No. 7*
9:00 Brahms—*Symphony No. 3*
SEPT. 16, WEDNESDAY
1:00 Rachmaninoff—*Piano Concerto No. 3*
9:00 Hanson—*Symphony No. 3*
SEPT. 17, THURSDAY
1:00 Tchaikovsky—*Violin Concerto*
9:00 Rubenstein—*Piano Concerto No. 4*
SEPT. 18, FRIDAY
1:00 Beethoven—*Concerto No. 4*
9:00 Strauss—*Le Bourgeois Gentilhomme*
SEPT. 19, SATURDAY
3:00 Haydn—*Saint Cecilia Mass*
7:30 A Program of Waltzes
9:00 Mozart—*Quintet in C Major*
SEPT. 20, SUNDAY
2:00 Puccini—*Tosca*
5:00 Franck—*Piano Quintet in F Minor*
9:00 Masterworks of Music
SEPT. 21, MONDAY
1:00 Beethoven—*Symphony No. 4*
9:00 Shostakovitch—*Symphony No. 1*
SEPT. 22, TUESDAY
1:00 Schumann—*Symphony No. 3*
9:00 Grieg—*Piano Concerto in A Minor*
SEPT. 23, WEDNESDAY
1:00 Beethoven—*Symphony No. 2*
9:00 Stravinsky—*The Rite of Spring*
SEPT. 24, THURSDAY
1:00 Schonberg—*Transfigured Night*
9:00 Brahms—*Violin Concerto*
SEPT. 25, FRIDAY
1:00 Stravinsky—*Petrouchka*
9:00 Dvorak—*Piano Quintet in A Major*
SEPT. 26, SATURDAY
7:30 Popular Operatic Arias
9:00 Gershwin—*Piano Concerto*
SEPT. 27, SUNDAY
2:00 Verdi—*Simon Boccanegra*
5:00 Bartok—*Quartet No. 5*
9:00 Masterworks of Music

SEPT. 28, MONDAY
1:00 Mozart—*Piano Concerto No. 9*
9:00 Villa-Lobos—*Piano Concerto*
SEPT. 29, TUESDAY
1:00 Sibelius—*Violin Concerto in D Minor*
9:00 Mozart—*Sinfonia Concertante in E Flat Major*
SEPT. 30, WEDNESDAY
1:00 Tchaikovsky—*Piano Concerto No. 1*
9:00 Mozart—*Piano Concerto No. 27*
OCT. 1, THURSDAY
1:00 Bach—*Coffee Cantata*
9:00 Mendelssohn—*Symphony No. 5*
OCT. 2, FRIDAY
1:00 Shostakovitch—*Symphony No. 9*
9:00 Mozart—*Piano Concerto No. 21*
OCT. 3, SATURDAY
3:00 Hindemith—*Marienleben*
7:30 An All-Beethoven Program
9:00 Kodaly—*Sonata for Unacc. Violin, Op. 8*
OCT. 4, SUNDAY
2:00 Debussy—*Pelleas et Melisande*
5:00 Ravel—*Quartet in F Major*
9:00 Masterworks of Music
OCT. 5, MONDAY
1:00 Mozart—*Flute Concerto in G Major*
9:00 Hanson—*Symphony No. 2*
OCT. 6, TUESDAY
1:00 Schubert—*Quartet No. 13*
9:00 Paganini—*Violin Concerto No. 1*
OCT. 7, WEDNESDAY
1:00 Beethoven—*Violin-Piano Sonata No. 7*
9:00 Mendelssohn—*Symphony No. 4*, "Italian"
OCT. 8, THURSDAY
1:00 Prokoflev—*Peter and the Wolf*
9:00 Saint-Saens—*Carnival of the Animals*
OCT. 9, FRIDAY
1:00 Mendelssohn—*Violin Concerto in E Minor*
9:00 Shostakovitch—*Ballet Russe*
OCT. 10, SATURDAY
7:30 Vivaldi—*The Seasons*
Glazounov—*The Seasons*
9:00 Sibelius—*Four Historic Scenes*
OCT. 11, SUNDAY
2:00 Mozart—*The Marriage of Figaro*
5:00 Dvorak—*Quartet in C Major*
6:30 Music of the Baroque
9:00 Masterworks of Music
OCT. 12, MONDAY
1:00 Schumann—*Carnaval*
9:00 Brahms—*Violin-Piano Sonata No. 1*
OCT. 13, TUESDAY
1:00 Saint-Saens—*Violin Concerto No. 3*
9:00 Offenbach—*Gaite Parisienne*
OCT. 14, WEDNESDAY
1:00 Mozart—*Quartet No. 14*
9:00 Bizet—*Symphony in C Major*

OCT. 15, THURSDAY
1:00 Offenbach—*Helen of Troy*
9:00 Debussy—*Quartet in G Minor*
OCT. 16, FRIDAY
1:00 Gottschalk—*Cakewalk*
9:00 Mozart—*Violin Concerto No. 4*
OCT. 17, SATURDAY
7:30 Bizet—*Orchestral Works*
9:00 D'Indy—*Symphony on a French Mountain Air*
OCT. 18, SUNDAY
2:00 Strauss—*Der Rosenkavalier*
5:00 Boccherini—*Quintet for Guitar and Strings*
6:30 Music with a Folk Basis
9:00 Masterworks of Music
OCT. 19, MONDAY
1:00 Haydn—*Symphony No. 103*
9:00 Mozart—*Symphony No. 40*
OCT. 20, TUESDAY
1:00 MacDowell—*Piano Concerto No. 2*
9:00 Rachmaninoff—*Piano Concerto No. 4*
OCT. 21 WEDNESDAY
1:00 Mozart—*Piano Concerto No. 23*
9:00 Lalo—*Symphony Espagnole*
OCT. 22, THURSDAY
1:00 Beethoven—*Violin-Piano Sonata No. 10*
9:00 Brahms—*Clarinet Trio, Op. 114*
OCT. 23, FRIDAY
1:00 Handel-Schonberg—*Concerto for String Quartet*
9:00 Schumann—*Symphony No. 4*
OCT. 24, SATURDAY
7:30 Renaissance Choral Music
9:00 Bruch—*Violin Concerto No. 1*
OCT. 25, SUNDAY
2:00 Verdi—*Rigoletto*
5:00 Beethoven—*Quartet No. 14*
6:30 Music About Fall
9:00 Masterworks of Music
OCT. 26, MONDAY
1:00 Haydn—*Symphony No. 93*
9:00 Chopin—*Les Sylphides*
OCT. 27, TUESDAY
1:00 Bartok—*Quartet No. 6*
9:00 Schubert—*Quartet No. 14*
OCT. 28, WEDNESDAY
1:00 Bach—*Cantata No. 131: Aus der Tiefe*
9:00 Moussorgsky—*Songs and Dances of Death*
OCT. 29, THURSDAY
1:00 Debussy—*La Mer*
9:00 Bloch—*Schelmo*
OCT. 30, FRIDAY
1:00 Prokofiev—*String Quartet No. 2*
9:00 Debussy—Suite from *Peleas et Melisande*
OCT. 31, SATURDAY
7:30 Beethoven—*Symphony No. 6, "Pastoral"*
Vaughan Williams—*A Pastoral Symphony*
9:00 Bliss—*Checkmate*

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THIRD REVISED MEMORANDUM ON TOCQUEVILLE PROJECT

File "MEB - Shows"

By Phillips Bradley, Syracuse University
Robert E. Streeter, University of Chicago
George E. Probst, University of Chicago

Purpose: (1) To communicate some of Tocqueville's significant ideas on the relationship among equality, democracy, and liberty, and his enduring social and economic observations. (2) To bring to the present the counsel of the wisdom of Tocqueville. (3) To convey a sense of history as something as living as the immediate present.

Scheme: This series of half-hour dramatic programs will roughly follow the course of Tocqueville's journey to and in America in 1831-32. The series will begin and end in Paris. The background and motivation will be the hope of finding a peaceful and evolutionary path for political and social change. He is in search of an alternative to the French revolutionary, destructive violence by the mass of the people against the entrenched rights of property. America is seen as the personification of the equality that he sees as inevitable for France and, indeed, all Europe. Tocqueville travels to America to seek the knowledge that will give intelligent guidance for the conservative who is interested in securing liberty and safety from the tyranny of the majority.

In a series of dramatic episodes, Tocqueville will be revealed in the process of accumulating experience and insight into the strengths and weaknesses of the American society. It is a developmental series, for Tocqueville will possess initially the misconceptions of the French aristocrat. He will come to a full integration of his new view of America over a period of time. The simple experiences and plain concepts will be put first in the time of his experience. (E.g., it is in September in Boston, after landing in New York in the previous May, that Tocqueville comes to the view that the American experiment would not soon fail, as his family and friends believed.) The more elaborate notions will be put later in the series and emphasized in a recapitulation of central ideas after his return to Paris.

For illustrative dramatic material, contemporary novels, newspapers, letters, books, will be drawn upon to secure the "capsule incident" which depicts Tocqueville's generalization. Anything may be used that Tocqueville could have witnessed, read, or heard reported. Fictitious interviews with people Tocqueville did not meet are not acceptable. Tocqueville is the narrator, and at the same time a participant in the dramatic episodes as seems necessary. Contemporary relevance to 1953 is to be achieved (1) through a choice of the most appropriate materials of the 1830's in America which are still significant; and (2) through a simplicity and directness in Tocqueville's words which achieves universality. Where necessary, Tocqueville's words in Democracy in America

are to be brought to a fully effective radio style of personal speech through revision and re-translation which do not do violence to Tocqueville's true meaning. These episodes may be imaginative in style but must accurately represent the historical conditions of Tocqueville's observations at home in France and in America.

The consultants will provide the writer with a definition of the aim and scope of each particular program and also a list of the materials to be drawn upon by the writer in creating the program. The writer will be provided with an over-all picture of the complete series, so that he may see how the particular program is to fit in. The consultants will search for the "capsule incidents" which hold the great ideas in the compass of a small human experience. The writer will thus have adequate specific incidents to illustrate Tocqueville's complex picture of the tension between equality and liberty and the effects on the whole range of national and personal life of the passion for equality as well as what the remedies of free press and free association can achieve in preserving the advantages of democracy, in its political, social, and economic aspects, without its defects. Although the classic work by Tocqueville, Democracy in America, has been usually utilized for its political and governmental contribution, in this series we propose to draw on its entire contribution in the area of culture, manners, arts, etc., to give a picture of the entire American society.

Means: (1) The character of Tocqueville. At the beginning, Tocqueville is visualized as an intelligent, ambitious, energetic young man of 25, well-educated and of aristocratic background. His family and friends had been caught in the flow of the turbulent, rough-and-tumble French revolutionary stream; several immediate relatives had been imprisoned and guillotined. His early education had been by a private tutor, a Catholic priest, to whom he remained devoted until the latter's death while Tocqueville was in America. His early training gave him a deeply religious faith, although he did not continue as a practicing member of any church. His father, restored to government posts after Napoleon's fall, set him to the study of the law; he became an assistant judge at about 22, and it was in the course of his judicial work that he met his lifelong friend, Beaumont.

This background suggests some of the factors of conflict which moulded his personality and outlook. His aristocratic family background is one of tragedy in revolutionary France. He has, however, an idealistic bent, and is interested in the good of humanity. This turns his mind to the new ideas about democracy and equality. He recognizes and remains attached to the older political and social values. He is worried by the materialism of French politics. His social sensitivity is evidenced by his interest in improving and humanizing the French prison system; this objective is, indeed, the immediate motivation of his trip to America. But beyond this objective, he sees the wider vistas of the whole American experiment in Democracy which he wishes to observe at first hand and appraise from the standpoint of its relevance for France (and Europe generally).

Physically short in stature, and never (throughout his entire life) robust, he has a lively, volatile disposition. Always courteous in

the best traditions of noblesse oblige, he is a charming and often witty conversationalist: the enthusiastic impression he made on many Americans attests this quality. Although his main intellectual contacts and sources of information were among the upper levels of American society, he met all types--frontier families, etc. (although perhaps not many workers except among the prisoners with whom he talked). He has a great interest in all kinds of people. He has an extraordinary memory for them, and for his conversations with them. He has a great ability to persuade--when he chooses--as is evidenced by the great number of memoranda he solicits, and elicits, from Americans who he believes can help to clarify facts or opinions.

He is primarily an acute observer of his environment and with equal acuteness he reflects upon his observations: he is a political and social thinker rather than a practical politician or curé leader. He is, in fact, considered today as a pioneer in modern sociological method, as is evidenced by the range and scope of his organized analysis of American prisons and, more broadly, of American political, social, and economic institutions. He has a deep sense of responsibility to his work (with regard to prisons for the French government, and on democratic ideas and institutions for his own project of writing an interpretive work on Democracy). He is meticulous in note-taking, with a flair for the well-turned phrase. He is a remorseless questioner. He is capable of being astounded--does not pretend to cynicism or sophistication.

Despite his physical frailty, he is an early riser, a good horseman, and teaches his friend Beaumont to swim. Together they travelled about 7,000 miles by stage, river boat, and horseback--to Quebec on the northeast, Green Bay on the northwest, New Orleans on the southwest, and so to Washington cross-country, landing in New York in May, 1831. They spent about ten months in their travels and observations. Tocqueville is always polite, and genuinely appreciative of the many assistances given him by his new American friends. He is affable and approachable; he has a good deal of equanimity, and does not protest over the irritations of the journey.

Tocqueville's loyalty to his ideal of mediating between democratic ideas and institutions and those thinkers still imbued with the concepts of the Ancien Regime, is matched by his personal loyalties. When Beaumont is dismissed from his judicial post by the new government of Louis Philippe, Tocqueville resigns in protest.

Means: (2) Beaumont is to be used as the occasion requires. Essentially he is like Tocqueville. A difference lies in his artist's ability to seize on the uniqueness of the moment. The two are very good and loyal friends. They agreed to divide the field of American subject matter between them, with Tocqueville taking all things political, except for the slavery problem. They traveled everywhere together. Beaumont sketches the various scenes.

Means: (3) See Pierson pp. 782-786 for the list of well-known Americans who can be used in the episodes with Tocqueville.

PROGRAM PLANS

"DEMOCRACY IN AMERICA"

Titles	Events, Ideas, & Sources	
PART I - IN FRANCE (2 programs)		
1. "Tyranny in France" 2. "A Modest Inquiry"	French Revolution: Guillotinings Imprisonments Education - Abbe L. Govt. service: Change of govt. Loyalty oaths French prisons	Tocqueville as a personality: Impact of events on his thinking: Family involvement in Revolution Changing status of aristocracy (politically, etc.) Plus loss of formal religion Doubts re stability of ancien regime Interest in American experiment in democracy American prison reforms: a chance for France Escape from govt. for Tocqueville & Beaumont
PART II - KNOCKERBOCKER AMERICA (3 programs)		
1. "The Dazzling Dream of Democracy" 2. "A Governor in a Boarding House" 3. "Where Could I Be Better Off?"	Reception in NYC First impressions of US Society Music (P. 142-3) Receptions & tours/dinners "Where could I be better off?" (Martineau) Gov. T. at boarding house (P. 373-4; 549-51) National vanity Education (P. 114; 116-17) "Interest" as the clue to social unity (P. 70-71) Individual initiative (P. 452) Incidents on equality (P. 373-74; 549-550) Gen. Jackson incident (Trollope, p. 145) Sharper sensibility to human suffering Curiosity, inquisitiveness of Americans	General - on equality Manners - religion Mobility - restlessness Houses - smallness (P. 118-19) cleanliness Etc. on physical aspects of NYC Are New Yorkers like all Americans, and vice versa? Plus overall view of the whole prospect: "taking stock of impressions" Material well-being

Titles	Events, Ideas, & Sources	
PART III - NEW YORK TO BUFFALO (3 programs)		
1. "Freedom of the Soil"	On the Hudson: patroon system	Land tenure. Cf. Marie, Notes
2. "An 1831 Fourth of July"	Fourth of July in Albany (play straight)	Associations (cf. parade) Equality (? - check) Toasts & Oratory (Vol.II, chapters 16,18,21)
3. "Passion for Perfection"	Governor Throop, etc.	Utopian optimism Perfectability Organized social reform - interest in - (Equality)
PART IV - GREAT LAKES (1 program)		
1. "Fortnight in the Wilderness"	Fortnight in wilderness Add for scenes: Trip to Buffalo Cincinnati to New Orleans New Orleans to Washington	Frontier: Free land: relate to land tenure Restlessness (D.in A.p.136-7, Vol.II) Influence on American character: restlessness; outlet from East "Growth of cities" Indians (landscape) Humor
	Louis-Philippe moves against the House of Peers (P. 311) Miss Clemens (P. 312) D.in A.II, Appendix U, 362-4	
PART V - NEW ENGLAND (4 programs)		
1."New England Town Meeting"	New England town meeting - find books on	Value of local self-govt. (various places in D.in A., P.)
2. "A Government Within Reach"	State govt. (NY)	
3. "The Sinister Side of Equality"	Boston Brahmins (North American Review materials)	Conservative tradition: doubts re democracy Anti-Jacksonianism Religion (Tudor) Puritan morality Universal suffrage (pro and con)
4. "An Aristocracy of Manufactures"	Economic ideas (1-2 programs) (P. 589-92; "Lowell & Its Mills," Mirror, 142)	Aristocracy of manufactures Master and servant (acquisitiveness of Americans) All honest callings honorable Tariff problems (cf. Poinsett) J.F.Cooper: The American Democrat

Titles	Events, Ideas, & Sources	
PART VI - PHILADELPHIA & BALTIMORE (4 programs)		
1."The Heavenly Prison"	Prison: inquiry report	Sensitiveness to social need (cf. Poles and Boston - for contrast)
2."A Permanent Evil?" (Negro problem)	New York City Connecticut Sing Sing Philadelphia Auburn Etc.	
3. "Pressure Groups in 1831"		
4. "The Press as Public Defender"	Race relations Marie Other incidents	Possible solutions
	Private associations/Press Albany parade Harrisburg mfg.(tariff) Etc.	Importance of ability to form "associations" to democratic society What they do: channel energies in politics
	Press in America	Importance of free press to democracy (D.in A.II p.324)
PART VII - OHIO & MISSISSIPPI (3 programs)		
1. "The First Steamboat on the Mississippi"	The trip (Mirror pp.563 ff.)	Know-how; inventiveness "Find a gadget" Importance of communication
2. "The Lack of Visionary Speculation"		Conservative attitudes on the frontier
3. "Election Day in the West"	"Philosophical method of the Americans" Education (P. p.452)	American humor (Mirror, pp. 563 ff.)
	Election day in the West (see Pierson, passim, ent. esp. pp. 558, 606-10)	Tyranny of the majority (cf. New England)
PART VIII - WASHINGTON (Jan 20 - Feb 2, 1832) (3 programs) (check D.in A. re govt.)		
1. "A Call on General Jackson"	Visit to White House	Executive - U.S. & France (D.in A.II, p.252-3)
2. "Where Are the Giants?" (the Congress)	H.R. & Senate (Poinsett) (Globe Jan 18-Feb 3) (Adams diary) Theme: D.in A.p.237,Vol.I	Importance of legislature Corruption & U.S. Bank (D.in A.I,pp.230-31; 225-26) Why they prosper anyway (D.in A.I,pp.238-39)
3. "Good Sense Is Not Enough"	Dinner with Mr. Livingston USA and Russia	Foreign affairs Democracies and war (D.in A.I, ch.8, pp.234-5)

Titles	Events, Ideas, & Sources	
PART IX - NEW YORK (Feb 7-20) (2 programs)		
1. "The Business of Literature"	Reflections on America	Cultural nationalism (sensitivity) Literature (D.in A.I,p.59 & 61)
2. "Is There a Democratic Style in the Arts?"	People in NYC (Cooper, "Home as Found"; D.in A.II, p. 55)	Arts (D.in A.II, about p. 55) Professions The main audience for literature History - non-religious character of literature; contempt of the past; preoccupation with themselves Historian (D.in A.I,p.85-88) Position of women Family (Philips Bradley) Social manners (D.in A.II,p.172) Education
	Shipbuilding incident	Idea of progress & optimism Science: practical; theoretical (D.in A.II, p.411(also others)
PART X - AT HOME AGAIN (3 programs)		
1. "What Kind of Despotism Democracies Have to Fear"	The design for the Democracy in America	Tyranny of the majority: leveling tendencies
	People seen in Paris	
2. "The New History"	Stendahl for French incidents	Religion: sects/tolerance separation of church & state religious basis of democracy (D.in A.I & II, last pp.)
3. "No Absolute Excellence"	Review of memoranda and books from America	Centralization in govt./administration
	Shakers (P. p.178-9) P. p.292, 298	Relativity of political institutions Place of law in America has courts/jury rule of law Evolution & revolution (Staefels letter) Dubious applicability of American political system to other societies

GENERAL THEME OF SERIES (D.in A.,II,p.334)

"The nations of our time cannot prevent the conditions of men from becoming equal, but it depends upon themselves whether the principle of equality is to lead them to servitude or freedom, to knowledge or barbarism, to prosperity or wretchedness."

15 December 1952

SCHEME OF PROPOSED TOCQUEVILLE RADIO PROGRAM SERIES File MAEB Shows

(Related to Tocqueville's trip. Series of programs begins and ends in Paris. Tocqueville as narrator, at the same time having full knowledge of intellectual philosophy of his completed books. However, in dramatic episodes, Tocqueville is in process of actively accumulating experience and insight. Each program can have within it specific incidents and Americana of the time which Tocqueville could have been a witness of or listener to a report of, and which would adequately serve as a specific incident to illustrate a Tocqueville generalization.)

PART I - (2 programs)

Behind the Journey of a Prophet

The Education of an Aristocrat

(French Revolution guillotined Tocqueville's grandfather and an aunt; parents had been imprisoned.)

The Decision to Visit America--and a Good Excuse

(Why they were interested in going to America.)

Preparations for Escape

(Uneasiness about current government and dislike of loyalty oaths.)

PART II - (3 programs - Robert Streeter)

Knickerbocker America

(General equality of condition; no soldiers in New York;
characteristics of first rough impressions of Americans:
Sensibility to human sufferings is sharpened;
Individual initiative;
Progress and perfectibility of man:
Ship building incident.)

Havre to New York--38 Days

Reception in New York

First Impressions of the Americans

Society and the City Authorities

Sing Sing--the Prison

Sing Sing--Reflections on American Society

(continued)

Finding a Philosophy---and Losing It

June in New York

Taking Stock of Impressions

PART III - (2 programs)

New York to Buffalo

(Material Comfort and democracy; Frontier women)

To Albany by Sloop and Steam

A State Without a Government?

Where Once the Iroquois . . .

The Exile of Lake Oneida

Auburn--Where Humanity Meant the Whip

Encounter with a Governor, a Squirrel, and a Jurist

PART IV - (1 program)

Great Lakes and Canada

(Two weeks in the wilderness)

Fortnight in the Wilderness

On the Upper Lakes

Thunder of Waters

Lower Canada: A Lost Empire?

PART V - (3 programs)

New England: The Heart of the Experience

(Majority rule;
Value of local self-government;
Rule of people
Manufactures [Phillips Bradley])

To Stockbridge, Boston, and Bad News

The Chilliness of Boston--and the Poles

The Aristocrats Unbend

Boston--Social Observations and Lesson on the Jury

(continued)

With the Leaders of Church and State

Sparks--and Local Self-Government

Mr. Adams and Dr. Channing

Two Massachusetts Prisons

Seen (and not Seen) in Connecticut

Connecticut Afterthought

PART VI - (3 programs)

Philadelphia and Baltimore
(Phillips Bradley)
(Prisons;
Private associations in American life;
Race relations - expositional)

The Heavenly Prison of the Philanthropists

Sounding the Pennsylvania Mind

Baltimore

Beaumont's Marie

Philadelphia Again

PART VII - (3 programs)

Ohio and Mississippi

(Imply: American sensitiveness to foreign criticism.)

Journey to the Ohio: The Hazards of Stage and Steam

(Oratory; Humor)

Cincinnati

Ohio--or Reflections on the Manufacture of an American State

(Why all honest callings are considered honorable.)

Winter Road to Memphis

Tennessee Reflections

(Philosophical method of the Americans.)

(continued)

Encounter with Choctaw Indians--and an Accident

Two Famous Books--and an Exile Named Houston

PART VIII - (3 programs)

New Orleans to Washington

'24 Heures à la Nouvelle Orléans'

From Mobile to the Chesapeake

Mr. Poinsett Explains

'What Makes a Republic Bearable'

(Centralized and de-centralized administration and government.)

Washington Receives the Commissioners

Federal Studies and the Return

(Departure from New York: 2 programs - Literature, arts, the professions: Cooper, Irving, Melville - Robert Streeter.)

PART IX - (3 programs)

The Interpretation of an Experience

1832-1840: Through Disgrace and Disillusion

The Prison Report and a Prison Crusade

The Materials for Tocqueville's Book

The Design of the Démocratie

Tocqueville's Work in Retrospect: Its Defects

Tocqueville's Work in Retrospect: Its Enduring Qualities

(Tyranny of the majority: Remedy - Liberty of the press
Possible link with Jefferson
The new despotism
Religion
Why we love equality more than liberty
The future of democracy
See last page of Vol. II
Advantages of Democracy)

(continued)

* * * *

Background: Prominently to be kept in mind:

Position of women
Family
Social Manners
Education